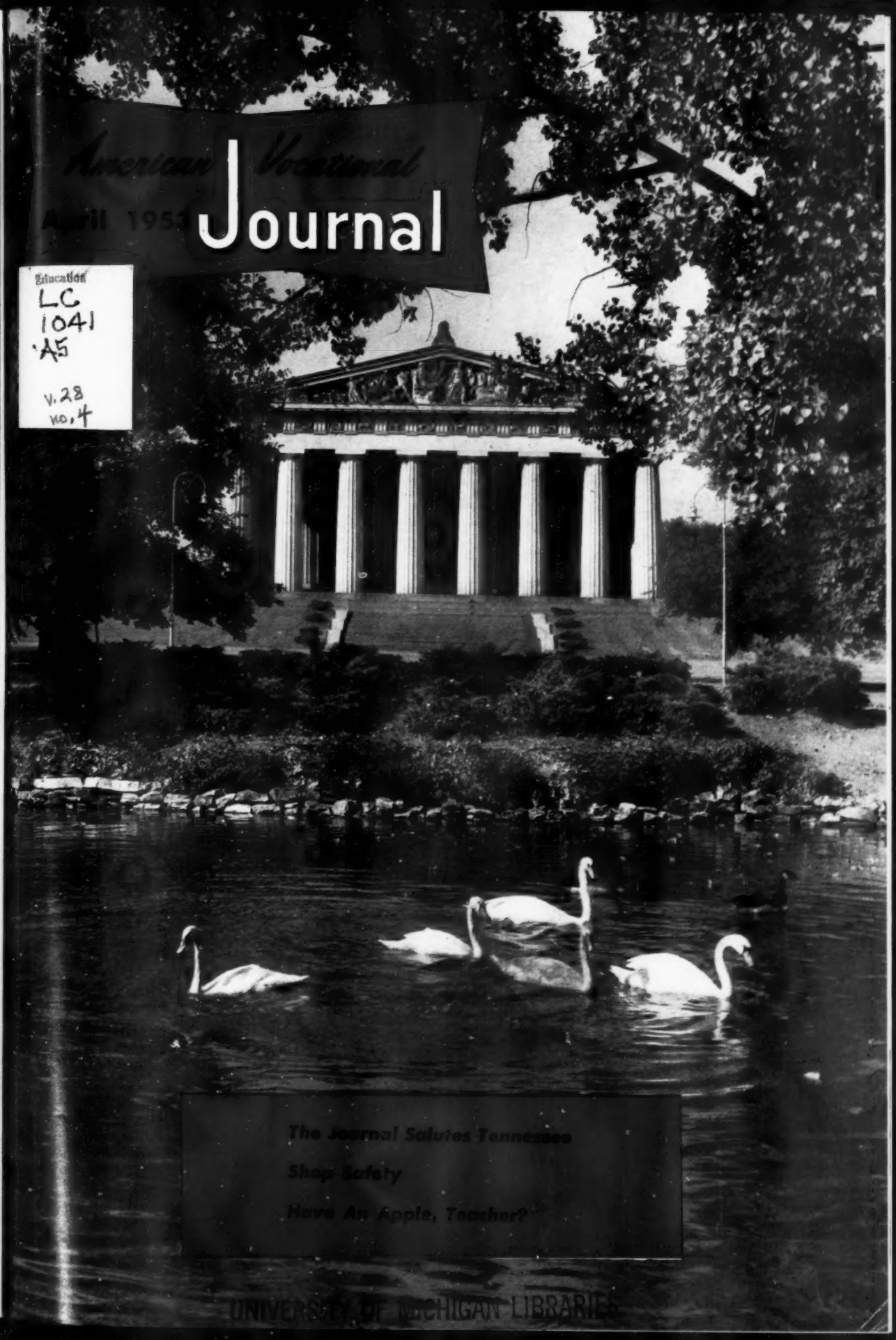

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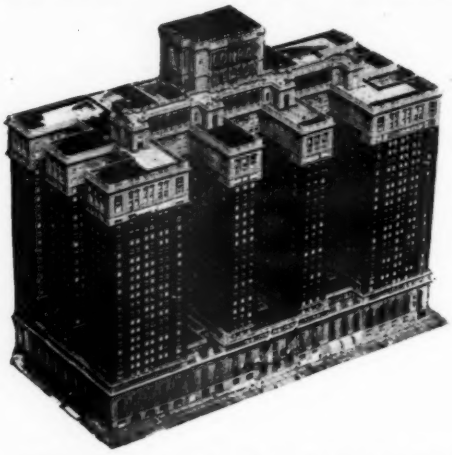

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American Vocational Journal

OFFICIAL PUBLICATION OF THE
AMERICAN VOCATIONAL ASSOCIATION, INC.
Exclusive Coverage: VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

VOLUME 28 NUMBER 4

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EDITOR-IN-CHIEF
M. D. Mobley
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N. W.,
Washington, D. C.

MANAGING EDITOR
Dorothy Davis
American Vocational Association, Inc.

EDITORIAL ASSISTANT
Nancy H. Kane
American Vocational Association, Inc.

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Industrial Arts—R. Lee Hornbake
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This month's cover: The Parthenon in Centennial Park, Nashville, Tennessee, is a replica of the Athenian temple, long considered the finest example of classic Greek architecture. The 46 columns of the peristyle are 6 feet in diameter; 34 feet in height. The structure itself is 228 feet long, 101 feet wide, and 65 feet in height. This is a Tennessee Department of Conservation photo.

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American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.

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Indexes of the American Vocational Journal are published annually in the December issue. This material is also listed in the *Education Index*.

GUEST EDITOR'S PAGE

A TRIBUTE TO TENNESSEE
by John F. Yarbrough

Managing Editor, Upper South Edition
Farm and Ranch Magazine
Nashville, Tennessee

Where do we go from here?

WHAT IS THE FUTURE of farming? Where do we go from here? These are some of the questions that more than 20,000 Tennessee farm boys are learning to answer for themselves as they attend their daily vocational classes.

And the answers they find will very likely determine how many of these young men stay on the farm and how many leave the land in search of "greener pastures" in industry.

Learning by doing and learning through classroom study give these boys a solid foundation on which to build farming programs when they take their places in adult society. That this system of educational preparation is successful is very evident from the growth of Tennessee's vocational agriculture program.

Since the organization of the first seven school departments in 1918, vocational units have been installed rapidly in schools throughout the state. Today there are 319 vocational agriculture departments. And since 1945 over 70,000 World War II veterans have taken advantage of on-the-farm vocational training.

We can assume logically that much of Tennessee's recent agricultural progress is attributable to those thousands of "future farmers" who have become the successful farmers of today. Continued expansion and improvement of the Tennessee vocational program offers hope of an even stronger future for the state's agriculture.

On the distaff side of the picture, 361 Tennessee homemaking teachers devote their time to classroom teaching. Learning by doing is an important phase of this program.

Dresses as neat and smart as those from any fashion center are turned out in almost mass production by Tennessee's nearly 40,000 vocational home economics students. While dressmaking is an important part of the program, it is only one of many segments in the chain of benefits the girls receive through vocational home economics work.

FROM AVA HEADQUARTERS

HISTORY IS ABOUT to be repeated. It now appears that plans are in the making to attempt a drastic cut in federal funds for vocational education.

Back in 1933 there was an attempt to reduce federal aid for vocational education—a successful attempt. "Economy measures reduced federal funds 25 per cent by Executive Order No. 6166, issued June 10, 1933. Although the order was revoked by the following February, the action came too late to enable the states to readjust their own budgets. For this reason the effects of the reduction were extended through 1934, and in some states through 1935." *

Don't be surprised if the Buerau of the Budget recommends an appropriation of only $5 or $10 million for carrying out the provisions of the George-Barden Act for fiscal year 1954. (The present appropriation is $18,673,261.) There is much evidence that a new policy is in the making which aims at the elimination of all federal aid to education. If this becomes the policy of the new administration it will involve an attempt to have Congress eliminate or at least drastically cut federal appropriations for vocational education and for land grant colleges.

If federal funds are eliminated, it will be a virtual death blow to vocational programs in many states and communities throughout the nation. This is indeed unwise policy, especially in light of the fact that Russia is is stepping up its vocational program and consequently its productive capacity at an ever increasing rate. At the present time, according to the best estimates, Russian production is growing at a rate of approximately twice our own—and this is a period of remarkable expansion in our own economy. The greatly expanded program of vocational education in Russia has played no small part in this increased productive capacity.

The strength and well being of America depends on the productive capacity of its people. To be efficient producers, people must be trained. America's vocational program, stimulated and financed in part with federal funds, has played a most important role in our present position of leadership among the nations of the earth.

Can we afford to weaken our position in this uneasy hour of our nation's history? Is this a time to seriously cripple America's program of vocational education? Do your people want vocational programs eliminated or drastically curtailed If not, they should let our national lawmakers know their sentiments.

Congressmen to Testify

From telephone calls we are receiving from Representatives and Senators and letters from vocational leaders, it now appears that quite a number of Congressmen will testify before House and Senate subcommittees that handle vocational appropriations. These hearings will probably get under way sometime around April 10. Those who testify will doubtless help lead any fight that may develop on the floor of the House to safeguard federal funds for vocational education. Some Congressmen have indicated that they not only expect to testify before the subcommittee but are also planning to carry the fight to the floor, if necessary, in order to make sure that a fair and reasonable amount of funds is appropriated for vocational education.

Veterans' Bills

Two bills proprosing amendments to P.L. 550 have been offered in Congress. M.R. 2978, introduced by Representative Edith N. Rogers of Massachusetts, proposes an amendment that would allow a Korean veteran to complete the "first crop year or animal cycle" before a reduction is made in his subsistence payments. H.R. 3167, by Representative Carl Elliott of Alabama, proposes an amendment that would eliminate entirely the provision in P.L. 550 that educational and training allowances payable to veterans enrolled in institutional on farm training be periodically reduced.

With adequate support, some such provision as is contained in these two bills, can be passed.

Missouri Vocational Association

Representatives of the Missouri Vocational Association were in Washington during March and entertained their Senators and Congressmen at a luncheon and dinner. During this time they presented in a most effective manner the need for expanding vocational and practical arts education and the important role federal funds can and must play in this undertaking. See pictures and complete story on page 27.

New AVA Bulletin

AVA's new bulletin *Administration of Vocational Education at State and Local Levels* has met with enthusiastic reception by AVA members and others. Although it has been off the press for less than a month, orders have already been received for 7000 copies. This is, so far as we know, the biggest response in so short a time for any booklet which the AVA has published.

FFA Stamp

We are happy to inform AVA readers that the Postmaster General has approved the issuance of a stamp commemmorating the 25th Anniversary of the FFA. Our hearty congratulations go to this important farm youth organization which is carried on through the vocational agricultural departments of the nation's schools.

M. D. Mobley

Executive Secretary
American Vocational Association, Inc.

*Layton S. Hawkins, Charles A. Prosser, and John C. Wright, Development of Vocational Education (Chicago: American Technical Society, 1951) page 364.

The Journal Salutes

TENNESSEE...

BORN IN 1917-18 in 7 high school basement rooms long considered unfit for traditional use, vocational education in Tennessee today commands an enviable position in the public school system. This has been accomplished through the sincere faith of Tennessee's vocational educators coupled with the wholesome response of the general public.

The high regard of Tennessee citizens for vocational education was underlined in a recent survey of the public school program in which almost one hundred thousand persons participated. They were asked what they expected the public schools to do for their children and the reply—*teach them how to make a living*—ranked third.

And so, 1953 finds Tennessee's vocational departments, housed in their own well lighted, well equipped quarters, pointed out with pride to visitors by native sons and daughters.

Comparative enrollments show that 20,000 farm boys are now enrolled in vocational agricultural programs, while the total was 163 in 1917. Last year, more than 40,000 girls and women took advantage of training offered by 361 homemaking teachers. This figure too was vastly different from the tiny enrollment in millinery and dressmaking 36 years ago.

* * *

● Vocational agriculture has played a major role in agricultural improvement in Tennessee since its beginning in 1918. At present there are 319 vocational agriculture departments in Tennessee, including 40 departments in negro schools. Over 20,000 farm boys are enrolled in high school classes of vocational agriculture.

Since the vocational agriculture program is also designed to meet the needs of persons who have already entered upon the work of the farm, the vo-ag teachers are conducting over 300 classes for adults and young farmers in the state this year.

A significant improvement to the vocational agriculture program has been brought about by the improvement of physical plants. During the past few years many departments have received new buildings, including modern farm shop buildings and equipment.

The institutional on-farm training program increased the number of persons served by the vocational agricultural program in the state.

From its inception through June 30, 1952, this program was conducted in Tennessee by vocational agriculture. During that period over 70,000 of the 75,000 World War II veterans who requested training were enrolled and trained. The remaining 5,000 are being trained by the counties through direct contracts with the Veterans Administration.

The Tennessee FFA Association is celebrating its 25th anniversary this year. There are 278 local FFA chapters in the state with a membership of over 16,000 members and 40 New Farmers of America chapters with nearly 3,000 members.

A total of 150 Tennessee FFA members have received the American Farmer Degree, three have served as national officers. During the past 7 years Tennessee FFA chapters have received 8 Gold Emblems, one Silver Emblem, and 4 Bronze Emblems in the National FFA Chapter Contest. The Carthage FFA Chapter from Smith County, Tennessee, was awarded the National FFA Farm Safety Award in 1950 and the Southern Regional Farm Safety Award the following year. A Tennessee FFA member was also named Star Dairy Farmer of America in 1950.

Another national honor came to a member of the Tennessee FFA Association last year when John W. Reynolds, Jr., of Goodlettsville was named Star Farmer of the South. This honor carried with it a $500 cash prize from the Future Farmers of America Foundation.

Young Reynolds showed a labor income of nearly $30,000 over a period of five years; during four of these years he was attending high school. The young dairyman also had an outstanding leadership record serving as president of his State FFA Association for one year.

This is only one example of how many vocational agriculture students in Tennessee have become established in farming during their systematic study of vocational agriculture.

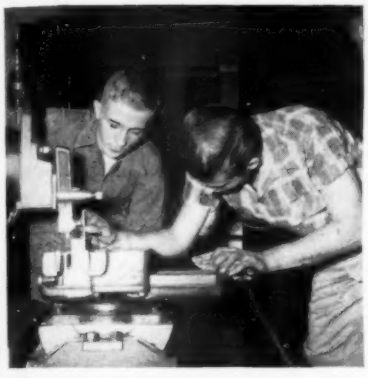
* * *

● Tennesseans are proud of their homes and families and are interested in learning to improve this job of homemaking and to strengthen family life.

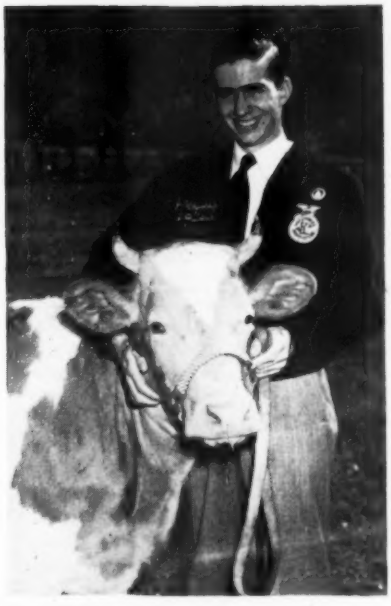
This statement is substantiated by the fact that in 1922 the State Board of Education decided that each girl finishing high school should have at least one year in homemaking instruction. This decision resulted in a home economics department in every high school in the state—some good, some poor. Gradually, however, these departments have been improved so that in 1953 we can look with pride on well equipped, homelike kitchens, modern facilities for teaching house furnishings, child care, home nursing, clothing and all the other phases of home life that make up the job of the busy homemaker.

Three hundred sixty-one teachers are busy at the job of guiding 35,657

First column, top to bottom: Carthage FFA boys feeding baby chicks; students at Home-Fogg Technical and Vocational High School, Nashville, check their shaper work; future homemakers at work; general building trades students busy at Baxter. Top, right: general building trades teachers acquiring basic experience in a summer teacher training workshop, Tennessee A & I State University. Center: John W. Reynolds, Goodlettsville, with one of his prize Guernsey cows. Lower right: Girls enroll in drafting at the Kirkman Vocational School, Chattanooga, Tennessee.



...where the vocational teacher serves an appreciative public.



In home economics, they learn to baby sit.

Cooking is fun for these Tennessee boys.

In exchange, the girls study woodworking.

girls in determining their personal and home problems or needs and translating them into their solutions.

Problems are solved at school and through the 87,373 experiences carried on by the girls in their homes.

We believe that homemaking instruction is not "for ladies only" so 200 boys were enrolled in formal courses last year and many more were reached through exchange programs, combined FHA and FFA activities and other ways.

There are 324 chapters of Future Homemakers of America in the state, with 21,619 members, and 55 chapters of New Homemakers of America with 2,428 members. These girls are learning correct parliamentary procedure, how to work in a group, the kinds of responsibilities they can assume and carry through, how to improve as individuals, and many other things important to them as young Americans. This is done under the guidance of homemaking teachers and the administrators who set the stage or provide the framework for such instruction.

We feel a real pride in the achievements of this group and feel that we can say with the Future Homemakers of America,

"We face the future with warm courage,
And high hope.
For we are the builders of homes,
Homes for America's future.
Homes where truth and love and security and faith
Are realities, not dreams."

In the cities we find 35 teachers employed to work with adults. 5,015 women enrolled last year to improve their homemaking skill on a wide variety of problems, while around the high school communities 24,469 mothers joined their daughters in learning new ways of doing the same tasks.

● In Tennessee, contacts with business groups and schools reveal that the need for vocational training for persons employed in distributing or moving goods and services into actual use and consumption is becoming more and more recognized by all levels of business personnel and by school administrators and faculty members. This recognition is influenced by an increased understanding of the important part distribution plays in our American free enterprise system.

The number of cooperative part-time high school programs has grown steadily since the inception of distributive education. As the necessary funds and qualified teaching personnel become available, some 20 cooperative programs can be added to the 23 classes now being conducted in 21 high schools over the state.

Distributive education for adults continues to give special attention to the establishment and continuity of training designed to meet the occupational training needs of the owners, managers, and employees of small distributive businesses.

Local committees composed of representatives from various kinds of distributive businesses assist in determining the over-all training needs of the community. Specific committees assist in determining the training needed to increase the efficiency and effectiveness of persons employed in specialized areas, such as the hardware, food, variety, drug, aand department store fields.

* * *

● The trade and industrial program in Tennessee, like many of the other states, had its beginning in 1918, and while operating under the provisions of the Smith-Hughes Act and the several supplemental acts passed prior to 1938, the trade and industrial enrollment grew until it reached a total of 5555 persons. With funds authorized through the George-Deen Act, the program received added impetus and during the past year some type of industrial training was given to 14,250 individuals.

The evening and part-time extension classes for employed adults made up the majority of the total enrollment when 7342 persons enrolled in 1952. Of this number 1800 were apprentices in the skilled crafts; 962 were linemen participating in the rural electric job training and safety program; 725 were endeavoring to improve their knowledge and ability in the coal mining industry; while 577 were either paid or volunteer firemen interested in learning better techniques of fire protection for their communities; and another 345 were industrial foremen and supervisors anxious to acquire better methods and techniques in handling their supervisory and human relations problems.

As a result of a state law requiring the licensing of all practical nurses in 1945, experimental programs for the training of out-of-school youth and adults for employment as licensed practical nurses were begun at Nashville and Kingsport in 1947. The program consisted of 360 hours, 12 weeks, of training in the school and nine months of on-the-job training in cooperating hospitals of the community. This plan has proven to be quite successful. Further emphasis was given the need for this type of training by a *Survey of the Nursing Needs of Tennessee* conducted in 1949 by the U. S. Public Health Service. Today 7 programs in as many communities are in operation and offered practical nursing training last year to a total of 447 per-

sons, including both white and Negro girls and women. In addition 171 persons who had secured their practical nursing licenses through waiver enrolled in extension classes in order to increase their skill and knowledge of their chosen profession.

Twenty-four part-time cooperative programs in diversified occupations were included in the course of study in the same number of Tennessee high schools last year, four of which were for Negroes. In all, 738 students, 16 years of age or over, took advantage of this type of training for employment in the line of work in which they were interested and had selected as their life's work.

The city boards of education in Chattanooga, Johnson City, Knoxville, Memphis, and Nashville operate vocational schools offering preparatory training in a variety of trades and occupations to youth of high school age. Three of these schools enroll over 500 students in each of their day trade shop programs. The Whitehaven High School in Shelby County, which is located near Memphis, offers several types of trade shop courses. In addition, from one to three trades teachers are giving trade training in a number of other city and county high schools over the state. Training of this type is offered in 22 different major trade and industrial occupational classifications to 4953 students by 134 practical shop teachers with many years of industrial experience.

Along with the above, during the World War II period, the vocational trade and industrial programs of Tennessee cooperated with the United States Office of Education in offering preparatory training to 62,864 persons, practically all of whom secured employment in defense industries. Numerous extension classes for those already employed in the war effort were carried on for an additional 49,801 persons in order to aid them in maintaining production standards.

Since the War the 6 larger vocational programs have operated trade training programs for the veterans of World War II. While no statistical record of the enrollment is available, and these programs have varied from time to time, the individual school enrollments have ranged up to 600 students.

Since 1940 the economy of Tennessee has been steadily shifting from agriculture to industry. In 1940 the employed population of the State was 941,414 of which, for example, 172,016 were engaged in manufacturing and 43,060 in consturction; while in 1950 there were 1,135,646 employed persons in the labor force, 239,427 of which were engaged in manufacturing and 79,984 were employed in the construction industry. Thus the future needs for vocational trade and industrial education appear to be on the increase.

* * *

● Industrial arts classes are included in the curriculum of 139 junior and senior high schools and 17 colleges in Tennessee with 175 and 80 teachers, respectively employed.

Classes offering basic to advanced training in auto mechanics, crafts, electricity, general metal, general shop, home mechanics, mechanical drawing, machine shop, plastics, printing, radio, and woodwork are included in the various industrial arts departments of Tennessee junior and senior high schools.

In Tennessee, as in other states of the nation, industrial arts makes important contributions to the educational program. Well trained teachers and shops that are up to date in every respect offer important experiences in this area for boys, and, through exchange classes, girls.

● While space does not permit full coverage of the program of vocational and industrial arts education in Tennessee, it is hoped that this account clearly portrays how rapidly and successufully the idea of practical education for all of the people has grown in the "volunteer" state.

Looked at in review, this is how it happened.

From one poorly equipped, penny pinching program of trade and industrial education, there is now in operation a program reaching over 14,000 persons annually.

State appropriations for vocational education in Tennessee increased from $90,000 per annum in 1936 to $1,200,000 for the fiscal year 1952-53.

Distributive education, in spite of the handicaps under which this vital activity has been forced to operate, serves 4,500 persons annually.

The story of vocational education in Tennessee and its development over the brief span of its existence is as colorful and dramatic as any chapter in the state's history. It is the story of the industry and faith of the 1,105 teachers of vocational subjects and of those who preceded them. It is also the story of the support of hundreds of thousands of Tennessee citizens who have benefited from training they received and who as a result were able to contribute to their state's social and economic security.

And so, the Journal salutes a great southern state where the public program of vocational and industrial arts education has been molded to meet specific needs in keeping with the highest traditions of vocational education as America's greatest resource.

Merchandise information is emphasized in sales training for employed adults.

Actual on-the-job experience is a component part of distributive education work.

Billy Hooper, Robert White, and Hershell Allen, Dyersburg, running a terrace line.

THE CABINET MEMBERS of the Industrial Arts Policy and Planning Committee of the American Vocational Association convened at AVA headquarters in Washington, D. C., March 4-6.

Members in attendance were: Shriver L. Coover, Head, Industrial Arts Department, State Teachers College, California, Pa., Chairman; Verne L. Pickens, Chairman, Division of Practical Arts, Vocational and Family Life Education, Kansas City, Mo.; Stanley J. Pawelek, Supervisor of Industrial Education, Baltimore, Md.; and Chris H. Groneman, Head, Industrial Education Department, Texas A and M College, College Station, Texas.

Ex-officio members in attendance were Dr. M. D. Mobley, AVA Executive Secretary, and Dr. Roy G. Fales, AVA Vice President for Industrial Arts.

Dr. Mobley reported on the general program plans of the various AVA divisions for the Chicago convention and he also outlined the excellent advance arrangements that have been made by the AVA Executive Committee.

Dr. Joseph Strobel, U. S. Assistant Commissioner for Vocational Education, was invited to meet with the group and discuss problems encountered by people interested in industrial arts compared to those in several phases of vocational education. Dr. Strobel pointed out the effectiveness of industrial arts education throughout the nation and the contributions which it is making toward the total education development. He gave every assurance of continued cooperation and any possible assistance in the promotion of industrial arts.

Plans for the 1953 AVA Convention in Chicago, Illinois (November 22-27) were studied and the appointment of Dr. Louis V. Newkirk, Director of Industrial Arts in Chicago, as 1953 Program Chairman for Industrial Arts met with unanimous approval. Comments and criticisms of the industrial arts program presented in Boston were reviewed so that sessions of even greater interest could be arranged for the Chicago meeting.

The proposed constitution for the industrial arts division of the AVA was analyzed and recommendations were made for presentation to the Chairman of the Constitution Committee, G. Wesley Ketcham, Connecticut State Supervisor of Industrial Arts. Suggested revisions are to be acted upon by the time of the 1953 AVA Convention.

Standing: Chris H. Groneman, M. D. Mobley, Verne Pickens; Seated: Stanley Pawelek, Shriver Coover, Roy G. Fales.

IAPPC Cabinet Report

A report was made concerning the very excellent progress on the contemplated bulletin pertaining to shop planning accomplished by a special subcommittee with William R. Mason, Supervisor of Industrial Arts in Cleveland, as Chairman.

Preliminary discussion was brought up concerning a proposed bulletin on visual aids which might succeed the current project on shop planning. Definite action was deferred to the interest toward such a bulletin which might be shown at the next AVA Convention.

The report of the Committee for the Revision of the AVA Bulletin *Improving Instruction in Industrial Arts* was made to the Cabinet after the final editorial subcommittee meeting on March 2 and 3. Gilbert G. Weaver, Chairman of the AVA Committee on Research and Publications, and Nancy Kane, Publications Secretary in the AVA Office, met with the Cabinet on the final day to review the completed manuscript and discuss its publication.

Production of the bulletin is planned so that it might be ready for use in teacher education 1953 summer session programs. Announcement of its availability together with an outline of the general contents will be released from the AVA office for inclusion in educational magazines and journals this spring.

The editorial subcommittee for the revision of this bulletin consisted of Gordon O. Wilber, Director, Division of Industrial Arts, Teachers College, Oswego, N. Y.; Shriver L. Coover, and Chris H. Groneman, Chairman.

Arrangements were made for an additional printing of 25,000 copies of the popular leaflet *A Statement of the Place and Purpose of Industrial Arts in Education.* This supplements the original printing of 20,000.

A proposal was presented from the Better Light, Better Sight Bureau in Washington, D. C., concerning a contemplated bulletin dealing with the improvement of lighting facilities in industrial arts classrooms, shops, and laboratories. This enterprise is to be a cooperative venture with other groups and organizations interested in this problem. The proposal met with the approval of the Cabinet and appointments were made to the national committee in charge of this project.

by Dr. Chris H. Groneman
Texas A & M College
College Station, Texas

who are they? where do they go?

SO MANY YOUNG women enroll in home economics in school that a study has been made to find out why they choose this subject and what happens to them after they graduate.

Five hundred and forty-three 1949 graduates of colleges and universities from 36 different states participated in the study. They were all qualified to teach home economics in the secondary schools of the state in which they had received their degrees. They were sent an inquiry form with sections devoted to reasons for selection of home economics teaching, reasons for accepting or not accepting teaching after graduation, a teaching satisfaction scale, and a teacher reaction scale.

The majority of the group (97 per cent) selected home economics because the field was broad and if they did not like teaching they could easily enter another field of activity. Fifty-two per cent felt that teaching could be successfully combined with marriage and 32 per cent felt this type of broad home economics training was excellent preparation for marriage. No one expressed regret for her choice and the majority expressed genuine satisfaction with the area of home economics.

Six per cent selected home economics because they wanted a professional education in a tuition free institution, but only 1 per cent of those said they never intended to teach.

The data disclosed that 5 per cent of the graduates of publicly supported institutions entered business while 4 per cent of the graduates of privately supported institutions entered extension, and 1 per cent entered business.

A year after graduation 421 were teaching, 58 were full time homemakers, 2 were employed in the extension service, 9 had home economics positions in business, 11 were pursuing graduate study, 11 were employed in home economics work, 3 had left the field of home economics, and 3 were unemployed. This shows that in the first year after graduation approximately 4 out of 5 graduates entered the profession (in the second year approximately 7 out of 10 were teaching).

Now the question arises: *why do so many enter the profession?* Findings showed that it was environment, routines, and situations surrounding teaching that were casual factors in determining the aspects and level of teaching. Those who accepted teaching positions felt prepared for it, liked it and found satisfaction in the feeling that they were of service to others. Married teachers implied that while liking teaching and working with youth, the extra income was the attraction. Many stressed the security value of teaching.

The chief reasons for not accepting teaching positions were marriage and homemaking.

Regional comparisons were also made. The highest salaries were paid in the Pacific Region (mean salary—$2745.88) and the lowest salaries were found in the Southern area ($2340.33). However, the satisfaction scores did not appear to be related to salary since the Atlantic Region had the highest satisfaction score while its salary mean was just above the Southern mean ($2411.50). In the Central Region, 62 per cent were continuing to teach in 1950-51, because salaries were good; in the Pacific 61 per cent; North Atlantic 57 per cent; Southern 29 per cent.

Of those who did not plan to teach in 1950-51, 21 per cent in the Pacific Region, 30 per cent in the Southern Region, 13 per cent in the Central Region and 14 per cent in the North Atlantic Region were fulltime homemakers. Those who were married and could not accept a teaching position until their husbands were located represented 18 per cent of the group and were distributed as follows: 26 per cent in the Pacific Region, 20 per cent in the Southern Region, 19 per cent in the North Atlantic and 13 per cent in the Central Region.

Comparisons were made whenever possible with findings of the AVA study *Factors Affecting the Satisfactions of Home Economics Teachers.* While this study was made in a different year and with a different group, close agreement existed between some of the findings.

This material was taken from *Dominant Factors Influencing Acceptance of Home Economics Teaching Positions by Young Women Trained for the Profession: A Study of a National Sample of 1949 Graduates,* by Dr. Theresa M. Coppola, Mississippi Southern College for Teachers, Hattiesburg, Mississippi.

Working with our

WORLD NEIGHBORS

the vocational teachers' contribution to international peace

WORKING WITH our world neighbors is the vocational teachers' contribution to international peace. As human and humane beings, helping others to help themselves is our lot and should be our glory. For us the last half century has been a struggle among our own people for recognition of the importance of work, and learning to work is a fundamental in the sound education of men and women. Now is the time for sharing with all our fellow men the blessings of the job well done, the task earnestly pursued, the occupation faithfully performed. This has been the special mission of your Committee on International Education. This article cites its progress, as reported to the Boston AVA Convention.

In *Your Other Vocation* Elton Trueblood writes:

"Aquila and Priscilla, as is well known, made tents for a living, but their evangelistic vigor was so great that they are mentioned in 3 books of the New Testament. It was modest people like these, filled with a sense of divine vocation, making their very work a ministry, who brought renewal to ancient civilization and introduced a new spirit in the midst of moral depression.

"The word 'vocation' has been debased in the modern world by being made synonymous with 'occupation,' but it is one of the gains of our time that the old word is beginning to regain its original meaning of 'calling.' 'Behold your calling brethren,' is the old text which is now achieving new significance. . . . It still refers, in many cases, to occupation, but the conception is that each occupation can and must be conceived as a *ministry*."

When occupations are conceived as a ministry, teachers and technicians become counselors for more and better workers.

"The work of Christian missionaries abroad has been directed toward increased food production. Ninety-five per cent of the leaders in the Far East have come out of missionary schools," said Raymond W. Miller, representative of the Food and Agriculture Organization of the United Nations. He also emphasized the very practical nature of this kind of humanitarian assistance. For instance, when plows were first given away by the Presbyterians they rested in idleness, but when each farmer had to pay a bushel of wheat for his implement, every plow went into action.

Dr. Miller was one among a panel of 9 outstanding representatives of international organizations concerned with vocational education abroad. The chairman of the group was Wilfred Mauck, Director of Education for the Institute of Inter-American Affairs. He struck the key-note of the conference when he said:

"We are an interdependent nation. Every worker who goes abroad must have something of the missionary spirit."

Truly, the worker must have earnestness, skill, energy. These are all necessary attributes. However, above all, he must have the missionary spirit in its best and truest sense.

This superb group of men was brought together by the members of the Committee on International Education, in cooperation with J. C. Wright, former U.S. Assistant Commissioner of Education for Vocational Education, and now with the Institute of Inter-American Affairs. The other members of the Committee were Professor Margaret Hutchins of Cornell University, Professor Ralph C. Wenrich of the University of Michigan, and Emil Toews, Principal of Santa Monica Technical High School.

It has now become a truism among educators that no nation can help any other nation to improve its economy unless the helping nation takes into account the indigenous culture of the nation being helped. This point was made emphatically by Richard H. Heindel, Deputy Director, UNESCO Relations Staff, Department of State, who said:

"The UNESCO framework is imbedded in the inherent culture that expresses the fundamental values of a foreign people. It is seriously concerned with the impact of science in technology on other people. It dare not dismiss such things as music and art and literature."

However, culture is for older people, those who live long enough to become mature and experienced. Yet, 40 per cent of Eastern people are under 15 years of age. Thatcher Winslow, Director, International Labor Office, pointed out that, unless working conditions are tolerable, living quarters are healthful, medical services available, and the

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By Franklin J. Keller, Principal, Metropolitan Vocational High School, New York, N. Y., and Chairman, AVA Committee on International Education

environment is favorable toward reasonable growth and longevity, culture has no place to abide. So the Labor Office has much to do in foreign lands.

Recently the U.S. Office of Education organized a full division for taking care of foreign students in this country. It is also recruiting and paying people to go abroad to assist Departments of Education in foreign countries (other than in Latin-America). All this includes vocational education. Lane Ash, of the Office of Education, explained how his organization helps to evaluate the credentials of foreign students. The money for their support comes generally from some other agency. Hundreds of students, teachers, experts, have been assigned to schools and other organizations in this country. He again emphasized the fact that any American going abroad must know the culture of the country in which he is to live and work for one or more years.

Glen Taggart, of the Food and Agriculture Organization, told how 300 agriculturists are circling the globe. In San Salvador, smallest country in America, an American started to work 9 years ago. Now there are 8 experts, along with 125 native technicians. They are developing strategic and basic commodities—products that are important to us, such as fibre, medicine, rubber. This program is increasing the ability of foreign countries to export and thereby obtain money with which to purchase imports.

William F. Patterson, Director, Bureau of Apprenticeship, U.S. Department of Labor, tells how the Department of Labor is making arrangements with industrial establishments in the United States to provide training opportunities and work experience for selected foreign nationals. At the same time, it is providing consultants to assist other governments in developing and strengthening their programs of industrial manpower training. The first trainee from Asia was Khin Maung Gyi, a young Burmese engineer who earned a certificate of completion of training in harbor and dock engineering. Later, 21-year-old Luis Mojicar of Havana, Cuba, became the first pattern-making apprentice to receive training in the United States foundries and pattern-shops.

Perhaps best known among the international programs is that of Point Four. Frank E. Sorenson, Director, Education and Technical Training Staff, Technical Cooperation Administration, Department of State, gave the high points of this program. In each country a field staff, working under an ambassador, and sometimes comprising as many as 50 men, is at work. Many of these are in the field of agriculture. Foreign governments are especially anxious for help in vocational education. They are now paying a share of the expenses and, as time goes on, will increase their contributions until they assume the entire amount. Every effort is made to bring the "know-how" to bear upon each special situation. Those Americans who offer their help may not find it easy to live in these foreign countries. They may have difficulty in getting their families to go with them. They find themselves cooperating with people with whom they are not familiar. However, only the spirit of the missionary will make them effective ambassadors from this country.

The work of the Pan-American Union was described by Cebellero, who declared that the whole program in Latin-American countries is of tremendous importance for both the countries themselves and for good relations with the United States.

Toward the close of the meeting the inevitable question was asked:

Why are there so many different organizations concerned with education in foreign countries?

Dr. Mauck explained that they are needed to deal with specialized problems; that there is really no overlapping. What appears at first to be a confusing picture is really one that is quite clear. All requests for help go to all the organizations so that everybody knows just what the others are doing. There is so much work to be done that there are really never enough people to take care of it.

There is plenty of bad news in the world today and the newspapers are full of it. As a kind of counterpoise, the *Saturday Review* prints, each week, one column of "Good News." The first item in the column for February 21, 1953 will probably serve better than anything else as a summary of our convention meeting:

"In Egypt farmers are learning our dustbowl reclamation techniques with the prospect of turning some 3 million acres of desert into fertile grazing ground. In Burma a 500-bed hospital and a medical college are under construction. In Ecuador the potato crop has been increased six-fold through improved chemical controls. In Libya a school has been opened to teach plumbing, electrical work, and other technical skills. In Panama 39 new harvesting combines have increased rice production to a point where the country may soon be self-sufficient in this important food product. In India a village development project which aims at raising the living standards of one hundred million peasants is well on its way.

"These are a few of the heartening dividends beginning to show up on the Point Four balance sheet. In general the program has been well administered. Individual projects have been carefully regulated and budgets closely supervised. With few exceptions, Point Four experts have been cordially received abroad and have proven to be potent ambassadors of American good will.

"It is also good news that the *New York Times*—from which the above facts are gleaned—lavished a front-page headline and 2 full pages of text on an evaluation of the Point Four program."

Working with our world neighbors is the vocational teachers' contribution to international peace. As human and humane beings, helping others to help themselves is our lot and is our glory. This is *our* Good News!

> "As human and humane beings, helping others to help themselves is our lot and is our glory. *This is our good news!*"

by Dr. Shriver L. Coover, Head, Industrial Arts Department, State Teachers College, California, Pa.

if you want to know the latest in safety practices for industrial arts programs be sure to read this; third in the IAPPC series on how to plan efficient school shops

APPROXIMATELY 25 per cent of all school shop accidents are caused by poor shop planning. It is the purpose of this article to point out the hazards that may be eliminated by good shop planning. It should be noted that the other accidents are due to *personal* causes such as failure to heed instruction, carelessness, lack of attention, improper use of the hands, abuse or misuse of equipment, lack of experience, improper instruction and the like.

Volumes have been written on the *personal* causes and cures for shop accidents but very little has been offered to make the shop a safe place in which to work. This article will deal specifically with shop plans that are designed to eliminate hazards in specific areas by positive and specific means.

ELECTRICAL HAZARDS AND HOW TO AVOID THEM

People get killed when an electric current flows through them, and frequently a very small amount of current is fatal. As little as .025 of an ampere has killed people and one tenth of an ampere is certain death.[1]

An electric current flows through people when they are good conductors. Persons are good conductors:

—*When their hands are damp, sweaty, or wet.*
—*When they stand in damp or wet places.*
—*When any part of their bodies come in contact with metal pipes or other conductors.*
—*When their skin is broken by a cut, abrasion, or blister.*
—*When their skin is dry (dry skin acts as an insulator).*

Persons are not good conductors and hence, may be unharmed by a chance contact with an otherwise fatal electric current:

—*When they wear rubber gloves and rubber soled shoes. (And when there are no holes in either.)*
—*When their skin is not broken by a cut, blister, or abrasion of any kind.*
—*When they stand on a dry rubber mat.*

The power wiring in practically every school shop in the United States could be improved and certainly should be made as fool-proof as possible.

The first requirement is a modern and adequate power panel. Such a panel should be of the dead front type, so that opening the panel automatically disconnects the power.

1 *National Safety News*, October, 1947.

The panel should be of the type that permits locking off the power to all or selected machines. It should be placed near the instructor's desk, and protected by red safety lights and switches placed at 20 or 30 foot intervals around the shop room. This type of installation permits the main switch, controlling power to all machines, to be cut by pushing any of the safety buttons.

Each machine should have a self-contained motor of adequate rating for the job it is expected to do and it should be protected by the correct amperage circuit breaker or fuse. Every motor in every shop should be properly grounded, and the machine itself (especially high speed machines which develop high voltage static electricity) should also be grounded.

It is advisable to use metal conduit for all power wiring. A safe and secure feeling is certainly not engendered by electric cords dangling around, twisted about nail supports or looped over water pipes or other metal parts which will conduct electricity.

Portable machines usually require 115 volts but they may and sometimes do require 230 volts. Plugs for these two voltages should not be interchangeable. It is recommended that special power plugs and receptacles be used for the 230 volt current. Cords, wherever it is absolutely necessary to use them, should be the heavy duty rubber covered kind (code type SO).

The Westinghouse Electric Company lists the four chief causes of motor failure in this order: (a) Dirt, (b) Moisture, (c) Vibration, and (d) Friction. When a motor fails for any reason it always presents a fire hazard and frequently an electrical hazard as well.

The first 3 causes for failure should be eliminated by proper installation and the friction failure can be eliminated by proper maintenance.

DON'T GET HURT IN THE DARK!

Danger lurks in every shadow in the shop. Adequate lighting includes natural and artificial light and also the proper type and color of paint or other finish for the walls, ceiling, floor, chalk boards, and machines.

Research on school lighting has been carried out by General Electric, Westinghouse, and others. It is suggested that school planners make use of the findings of these researchers. It should be pointed out here that the amount of light (foot candles) is only one of several interrelated factors that contribute to good seeing conditions in the shop. The amount of light, the manner of its distribution, the reflecting characteristics of the room surfaces and equipment, the contrast between working surfaces and the work itself (shadows, glare, and the like), must be considered as the factors to be dealt with when adequate lighting is being planned.

Research by the Pittsburgh Plate Glass Company, DuPont, and others has contributed much to an understanding of the part paint plays in providing safe working conditions. All shop planners should contact these companies for their brochures dealing with color in shops and classrooms.

It is well known that students are more cheerful and work more effectively on bright sunny days. Yet many school shops give the impression of a perpetually cloudy day.

Paint of the proper color is used to provide eye-rest surfaces on walls and other objects which fall continually in the worker's area of vision; to blot out undesirable features such as a ceiling filled with beams, cross bracing, wires and pipes that give the effect of visual clutter and seem to "bear down" on the worker; to clearly mark traffic lanes and aisles of travel; to provide danger signals of standard and vivid colors to warn the worker that he is "in the street" and should be on the alert or that he is inside the "danger" area which surrounds every machine; to point out the location of high voltage conductors and switches; and to focus his attention on the cutting tool area of the machine he is operating and to warn him of other dangers or danger areas.

FIRE—HOW TO PREVENT AND FIGHT IT

In the United States one school building burns down for every school day of the year!

Competent school architects believe that at least 90 per cent of these fires could have been "planned out" of the buildings.

But just how does one plan them out? One major cause of fires is faulty electrical wiring. This hazard has been dealt with here. The second most prolific source of fires (at least shop fires) is the finishing room or area. Some states do, and all should have laws requiring paints, thinners, and other inflammable liquids to be stored in steel cupboards or lockers. Fireproof waste cans should be provided for oily rags and waste. The paint room itself should have fireproof construction throughout and all of the tables and storage racks or cabinets should be made of steel. A fire once started must have something to feed on or it will die a premature death.

An exhaust hood connected to a flue and equipped with an exhaust fan of adequate size is an absolute requirement for every finishing room or area.

Vapor proof electrical equipment and fixtures, including switches,

Non-skid surfaces should be maintained for safe footing around machines.

must be used for the finishing room and other areas where gasses, volatile liquids, or explosive dust is likely to accumulate.

Fires may also be started in the hot metal area if the floor is made of wood or if there are any shavings, pieces of wood, paper, waste or dirt present. Lay out your shop so that the hot metal area is as far away as possible from the wood and other areas using inflammable materials.

Provide the right type of fire extinguishers for class A, B, and C fires.

Class A fires include wood, rubbish, textiles and the like. Provide a foam or soda acid extinguisher for shop areas where this type of fire may originate.

Class B fires include oils, greases, and paints. A foam extinguisher should be provided in the auto shop, the paint room, or in other areas where oil or paint is used or stored.

Class C fires include live electrical equipment. The use of the wrong fire extinguisher here may electrocute the fire fighter. Never use a soda acid, foam, or other liquid type extinguisher. Provide a carbon dioxide, or dry powder type fire extinguisher in the electrical area and also for motor driven equipment.

A carbon dioxide extinguisher is also safe to use on both class A and B fires. It is not too effective, however, on large fires.

DO YOUR SHOP FLOORS CAUSE ACCIDENTS?

Many accidents are caused by the wrong type of shop floor for a particular area and also by lack of proper treatment of floors that become slippery through wear or abrasion. Fireproof floors must be specified for welding shops, foundries, forge shops, and for any other shop or area where hot metal or sparks exist. Blox-on-end or concrete floors are usually specified for the machine shop. Wood or composition floors are best for the wood shop, electric shop, graphic arts shop, and drawing rooms.

Due to the fact that all types of floors become slippery through use, it is imperative that non-skid surfaces be provided and maintained around all machines where the operator's safety is dependent upon a firm footing. An example of a machine of this type is the circular saw.

There are excellent commercial non-skid materials which have been specifically developed to provide safe areas around machines, safe aisles, safe stair treads, and the like. "Safety Walk" is one such material. Information on "Safety Walk" may be obtained from the Minnesota Mining and Manufacturing Company, 900 Fauquier Avenue, St. Paul 6, Minnesota.

Several paint companies manufacture special non-skid paints which are applied to dangerous floor areas. These paints will require several hours drying time.

NOISE — THE KILLER!

It is well known that low-frequency vibrations damage delicate machine parts, shake high speed mechanisms out of adjustment and even break windows. We also know that high-pitched sounds hurt us, put our nerves on edge and cause us to lose efficiency. Constant noise reduces our hearing ability and actually damages our eardrums. Hence, our problem is to eliminate, dampen, shut out or dissipate noise and vibration.

Vibration and its resultant noise may be most effectively eliminated from school shop machines by mounting them on felt, rubber, cork, and the like. These machine mounts are relatively inexpensive, and may be obtained for every type, size, and weight of machine. Information on machine mounts may be obtained from the Western Felt Works, 4029 Ogden Avenue, Chicago 23, Illinois and The Hamilton Mfg. Company, Kent, Ohio.

Machines should not be mounted on steel columns or beams that will transmit noise and vibration to other parts of the building. Heating and ventilating ducts will also transmit noise to areas far from its source.

Another way to attack noise is to insulate against it with acoustic materials that absorb and do not reflect much of the noise wave. Noise will reverbrate between the concrete floor and a hard plastered or concrete ceiling. The proper type of acoustic ceiling will "catch" the noise on its first bounce and thus eliminate most of it.

Noise caused by the clashing of gears, cams, and the like may be eliminated at the source by designing the vibration and noise out of equipment that sets up the racket. Some progress along this line has been made recently by substituting plastic and fibre gears and other parts for the cast iron or steel parts that produced the noise. It was stated here that machines should be insulated from the floor.

The motor should also be mounted on felt to prevent excessive vibration that causes connections to loosen and "short," thus burning out the windings.

GET RID OF EXPLOSIVE DUST AND POISONOUS GASSES!

Dust may and frequently does explode with the force of a small atom bomb. Therefore, it should be eliminated from the wood shop or other areas with a properly planned exhaust system.

In order to prevent the accumulation of deadly carbon monoxide gas in the auto and farm shops, a special exhaust system must be provided.

Welding booths, spray booths, soldering furnaces, melting furnaces and the like should all be provided with sheet metal hoods and exhaust fans of adequate size.

CROWDING HAZARDS

If your shop plan permits these questions to be answered affirmatively you will have eliminated one of the most prolific of all accident hazards, that of crowding:

Have you provided for maximum length and width for ripping, planing, and surfacing lumber without interfering with other machines, walls, or other students?

Do you have a well marked "one man zonue" or "safety zone" around each power machine?

Is a supplementary stand available for long stock to keep it from sagging and pinching the saw?

Are the benches arranged to allow ample working space and properly oriented with respect to natural light?

Are machines such as grinders and buffers, which sometimes catch and throw the work piece, sufficiently segregated from the main work area?

Do you have pipe railing around your foundry pouring area?

Have you provided screens to keep the chips, etc., of the cold metal area from flying through the shop like miniature projectiles?

MISCELLANEOUS HAZARDS

Plan the shop and all of its auxiliary rooms on one level. Avoid stairs, ladders, platforms and even threshold strips if possible. These are the well known stumbling blocks. Half of all industrial accidents are caused by falls.

Provide adequate storage space for supplies and for partly finished projects. These storage rooms or lockers should be so situated that they do not constitute bottlenecks nor cause needless cross traffic.

All doors must open out and it is advisable to have 2 doors for each shop where possible. Doors should be provided with panic bars to prevent crowding and crushing in times of fires, earthquakes, bombings and the like.

If the shop or drawing room is near a play or recreation area the windows must be covered by heavy screens to prevent breakage.

California's in-service training program means new rewards for T&I instructors

have an apple, teacher?

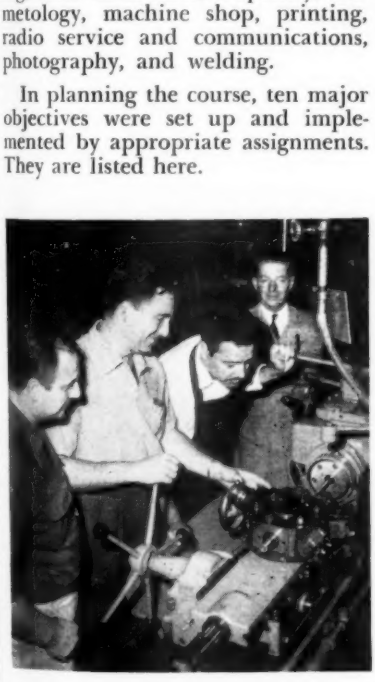
SUPERVISED Teaching in Vocational Education, offered for the first time last summer on the University of California's Los Angeles campus, met with a favorable reaction on the part of supervised and supervising teachers.

Developed by the Division of Vocational Education, State Department of Education, the course carried 2 or 3 units of credit, at the option of the teacher trainee.

Very effective in-service training was experienced by the resident teachers through having the trainees in their shops and laboratories, since these new teachers brought with them many of the latest developments and techniques from their trades. The teachers in training had all taught for 1 or 2 years prior to entering the course. During this time they had of necessity developed many of their teaching techniques and at the same time became aware of their weaknesses in certain areas.

Through the cooperation of Dr. William S. Briscoe, Santa Monica's Superintendent of Schools, the Technical Division of Santa Monica City College was used as a training laboratory. The course was organized to include class work at the University, as well as a minimum of 8 hours weekly of practice teaching in the shops. The enrollment covered 9 trade fields: aircraft manufacturing, auto mechanics, carpentry, cosmetology, machine shop, printing, radio service and communications, photography, and welding.

In planning the course, ten major objectives were set up and implemented by appropriate assignments. They are listed here.



In service training on the University of California's Los Angeles Campus offers effective experiences for T&I teachers.

- To assist teacher trainees to direct their teaching efforts more efficiently toward definite objectives which they themselves perceive clearly.
- To assist teacher trainees in developing and understanding clearly the means of reaching their objectives.
- To enable the teacher trainees to increase the extent to which they take advantage of opportunities to grow professionally.
- To develop the teacher trainees' awareness of the importance of their professional relationships.
- To advance the degree to which the teacher trainees make application of the "laws of learning" in their shops and classrooms.
- To assist the teacher trainees to increase the extent to which they are able to distinguish individual differences among their students.
- To assist teacher trainees to increase the extent to which they are able to plan their work and prepare instructional material.
- To develop in teacher trainees the ability to devise, organize, and use a record system that will designate the progress of each student toward the objectives set up for him.
- To develop in teacher trainees the ability to analyze their instructional facilities and environment and determine the favorable and unfavorable factors affecting a particular problem.
- To develop in teacher trainees the habit of analyzing their extra-curricular activities for the purpose of determining which activities contribute to their effectiveness in the school system, and which ones may possibly be destroying their value to the system.

In the assignments paralleling the objectives, the trainees were asked to think through and enumerate specifically the aims and objectives of their own courses. In addition to skills appropriate to their maturity, what knowledges, attitudes, and appreciations will the student develop? Emphasis was placed upon the underlying principles and philosophy of vocational education and the development of methods of their application to teaching.

How does the vocational teacher inject civic responsibility, community relations, morality, integrity, trade ethics and the like into his teaching? Rather than merely hoping that all those virtues of good teaching are automatically present, the trainee spent a great deal of time identifying the ways and means of incorporating them into his teaching.

The resident teachers worked cooperatively with the trainees in the development of instructional material, lesson plans, instruction sheets, audiovisual devices, progress charts, and means of evaluating individual progress.

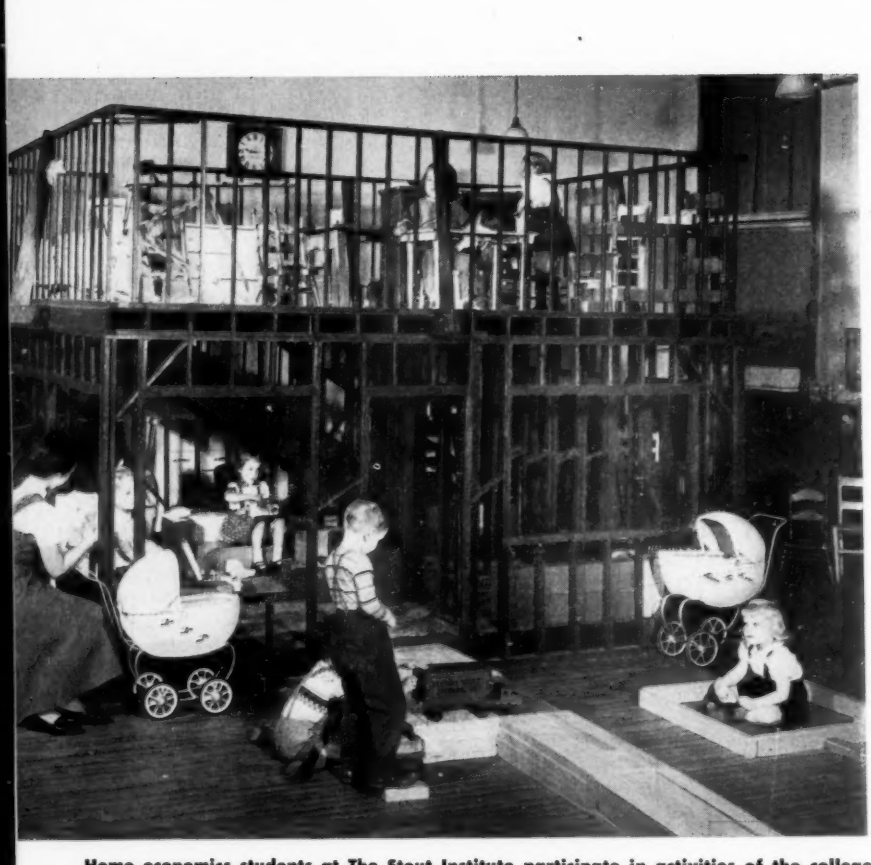
The teachers in training were of the unanimous opinion that the type of experience they had was of great value and should be made available to all beginning teachers in trade and industrial education.

By Lee D. Bodkin
California Assistant State Supervisor of Trade and Industrial Teacher Training

—Train a teacher and you train a nation

By Dr. Thomas F. Fleming,
Assistant Professor of English and Journalism
The Stout Institute
Menomonie, Wisconsin

Knowledge and skill in the production and use of audio-visual aids is an important part of industrial education at Stout.



Home economics students at The Stout Institute participate in activities of the college nursery school, thus putting into practice their learnings in child development and family life education. As The Stout Institute is a designated center for training home economics teachers in Wisconsin, the college operates cadet teaching centers in a number of Wisconsin cities. From experience in these cooperating schools and by working among 600 Menomonie public school students who attend the Stout laboratory school, coeds gain professional enrichment with grade, high school, and adult classes.

FOR 62 years . . . ever since 1891 . . . The Stout Institute, a Wisconsin State College at Menomonie, Wisconsin, has been keeping faith with its founder James H. Stout, four-time Wisconsin state senator who is honored as one of his state's 100 leading pioneers.

It was Senator Stout's unwavering confidence and clear vision that carried The Stout Institute to its place of eminence in home economics and industrial education. That same spirit has enabled the college to maintain its recognized educational position over the years.

Although Stout has progressed from granting a 2-year teaching diploma many years ago to today's Bachelor of Science and Master of Science degrees, the aim of the college remains much the same. Its curriculum offerings specialize in effective teacher education in the practical arts. Its faculty is well-qualified to maintain the traditions and high standards which The Stout Institute has developed in well over a half-century of educational service.

Often believed the only college in the world specializing exclusively in the preparation of teachers in the fields of home economics and industrial education, The Stout Institute is located 60 miles east of St. Paul-Minneapolis. Its current enrollment approximates 700.

The Home Economics Division of The Stout Institute grants a Bachelor of Science degree with a major in home economics education, vocational education, or home economics. Graduates may meet the re-

Students preparing to teach home economics develop professional classroom confidence in the Stout laboratory school. Below: The latest in machines and color dynamics provides excellent learning situations in technical courses such as machine woodwork. Lower Right: Practical experience in understanding nutritional needs is a part of Stout's program for dietitians.

quirement for active membership in the American Dietetic Association and entrance to approved hospital dietetic internships.

In addition to the teaching field, Stout home economics graduates are prepared to fill positions in the fields of clothing and textiles, institution management, commercial demonstration work, hospital dietetics, agriculture extension service, and home economics in business. Whatever her field of preparation, a Stout graduate's home economics training also has ready application to homemaking and community living after marriage.

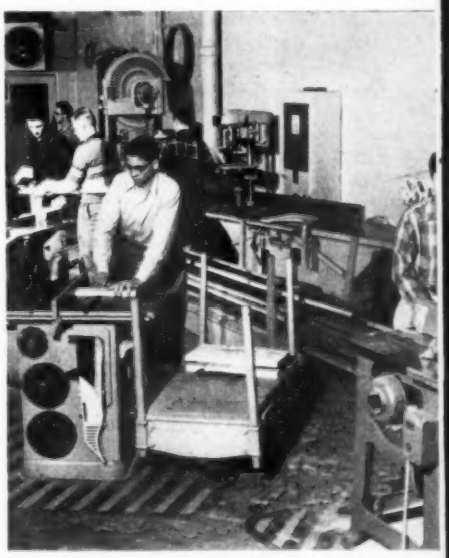
To assure the latest in educational techniques and facilities, The Stout Institute provides modern laboratories for nutrition and dietetics, food demonstration, clothing, textiles, and art. A nursery school, home management house, cafeteria, and tea room offer additional experience situations on campus.

The Industrial Education Division of The Stout Institute grants a Bachelor of Science degree for industrial education teaching and for supervisory positions in elementary schools, junior and senior high schools, colleges, vocational schools and technical institutions. Graduates are also sought as trainers in education departments of industry, designers and production experts for manufacturing plants, instructors in military service schools, and other technically trained specialists. During one period of World War II, at Chanute Field alone, 75 Stout Institute alumni were serving as instructors.

A unique feature of Stout's industrial education program is its custom in the first years of college of giving every man training in 8 basic shop areas: elements of hand woodwork, elements of machine woodwork, sheet metal, machine shop, printing, electricity, freehand drawing, and elements of mechanical drawing. This technique provides a student with the knowledge and experience necessary for an intelligent choice of his major fields of preparation.

Special pride of the Industrial Education Division is its recently completed electronics laboratory. The laboratory, especially designed to meet the needs of Stout training, provides maximum instruction in electronics, electricity, and radio. Other shops and laboratories are constantly undergoing re-equipping to keep abreast of technological advances. Appropriate cadet teaching experience is also provided all industrial education teaching candidates. active on campus. Preparation in Boy Scout leadership, audio-visual skills, basic and advanced driver training, and radio and rifle techniques fit graduates to carry out extra-curricular responsibilities upon graduation. Athletic competition in football, basketball, baseball, tennis, and golf is carried on with members of the Wisconsin State College Conference. A complete program of intramural sports is featured.

Stout attracts students from the 48 states, the territories, and foreign lands. Upon gradution, an equally large range of placement opportunities is open. Just a few of Stout's male alumni include Dr. Joseph R. Strobel, Assistant U. S. Commissioner for Vocational Education; Dr. Lewis Albert Wilson, New York State Commissioner of Education; Dr. John Feirer, Chairman of Industrial Education at Western State College; Dr. Harold Silvius, Chairman of Industrial Education at Wayne University; Dr. E. E. Ericson, Professor of Industrial Education at the University of California; Claude Nihart, Director of Industrial Education for the Los Angeles school system; Dr. William Micheels, Professor of Industrial Education at the University of Minnesota; Dr. William F. Rasche, Director of the Milwaukee Vocational School; and numerous others.



The Journal announces it's newest feature, planned for and about the vocational teacher!

Members of the Journal Editorial Board, in 1953 session, carefully reviewed the Journal from the standpoint of you, the teacher.

You didn't know, did you, that you sat in on the meeting?

And it didn't take long to develop a new plan to make the Journal even more your magazine.

We hope you'll look for it and tell your friends to look for it! Because *THE TEACHER'S PAGE,* to be launched in May, will appear in every issue!

Planned for and about you, it will need, of course, your ideas and opinions. And you can help right now by sending in your answers to the questions listed below.

Questions of the month will be regularly featured. We'll publish your questions and your replies.

With the obvious purpose of promoting the exchange of ideas, the page will also include everything we can find, or that you submit, that means news of interest for *you.*

But don't forget to help! The questions presented here will need answers for publication in May. Sit right down now, teacher, please, and tell us what you think.

* * *

What has been your most beneficial public relations project?

How do you enlist and maintain the interest of your students' parents?

What procedure for guiding boys and girls to the right career do you recommend?

* * *

The President Applauds the Nation's Teachers

. . . "No man flying a warplane, no man with a defensive gun in his hand, can possibly be more important than the teacher who is leading, training and explaining to the sound minds that must be the leaders of America."—*from* PRESIDENT DWIGHT D. EISENHOWER'S *farewell address to the faculty of Columbia University.*

However, as an accredited college of the North Central Association and the American Association of Colleges for Teacher Education, The Stout Institute is not a trade school. Stout incorporates into its technical curriculum equal work in the social sciences, speech, English, mathematics, physics, chemistry, music, physical education, and professional education.

Since 1935, Stout has maintained a graduate school, granting the degree of Master of Science with a major in industrial education, home economics education, home economics, or vocational education. The graduate program is in operation during both the regular college year and the college summer session. The summer session, which attracts teachers and administrators from many areas, features visiting lecturers of wide reputation, as well as the permanent faculty.

The permanent faculty of The Stout Institute numbers 60, under the administration of Dr. Verne C. Fryklund, himself an alumnus of Stout. Formerly of the faculties of the University of Minnesota and Wayne University in Detroit, Dr. Fryklund during World War II was Director of Teacher Training in the Armored Force School, Fort Knox, Kentucky. By the conclusion of his military assignment, he had organized the entire convalescent educational program for the convalescent hospitals of the Air Forces.

Now a full colonel in the Army Reserve Corps, Dr. Fryklund was decorated by the War Department with the Legion of Merit for "exceptionally meritorious service during World War II in training personnel for the armed forces of the United States and for improving the effectiveness of the nation's armored combat units." Later Dr. Fryklund was sent by the United States Army on a mission to Japan, where he established certification standards and four-year curricula for Japanese vocational teachers.

In addition to the present unique position which it occupies in American higher education, The Stout Institute has an interesting history. Basis for the present college came into being in 1891 as a two-room school of homemaking and manual training, built and staffed by Senator James H. Stout, mentioned at the opening of this article. The school, modeled after Scandanavian vocational schools which the Senator had seen exhibited at the Philadelphia Exposition of 1876, typified the Senator's often-expressed philosophy that, in addition to the academic preparation which he wanted every American student to possess:

"Every girl should know how to cook, sew, and raise a family. Every boy should have training in manual skill."

Success of the project encouraged the Senator in 1893 to build a $100,000 school, which was the talk of American vocational educators. After fire completely destroyed the structure four years later, the Senator rebuilt completely. By 1903 the Stout Training Schools were offering a 2-year teaching diploma.

Following Senator Stout's death in 1910, the half-million dollar plant was given to the State of Wisconsin. By 1917, The Stout Institute was by legislative action made a 4-year college granting a Bachelor's degree. The Master's degree followed in 1935.

Today the college possesses a physical plant equipped to develop any boy or girl intellectually, spiritually, socially, and physically. In addition to the latest shops and laboratories mentioned earlier, Stout has dormitories for men and women, a new $600,000 library nearing completion, and a student union with a swimming pool, television, bowling alley, and soda fountain. A large number of furnished, low-rent, 2-bedroom housing units are available to married students.

A concert and marching band, a nationally-known choir, religious organizations, hobby clubs, and social groups are all available to Stout students. Chapters of Epsilon Pi Tau and Phi Upsilon Omicron national professional fraternities are

Although it is an established fact that the marriage rate of home economics graduates is both rapid and high, such Stout graduates have achieved fame in home economics as Beth Bailey McLean, who is Swift & Co's famous "Martha Logan" foods research expert, and Francis Zuill, Director of Home Economics at the University of Wisconsin.

With its motto *The Promotion of Learning, Skill, Industry, and Honor,* The Stout Institute combines the breadth of general education with the specialized training of a life career. Any person is eligible for admission who is a graduate of an approved high school or possesses equivalent training. Persons interested in enrolling or in obtaining more information about the college can do so by writing to the College Registrar, The Stout Institute, Menomonie, Wisconsin.

you don't have to look in a crystal ball to know that

but what does it hold for vo-ag?

"*LIVE for today and let tomorrow take care of itself*" may be a satisfactory motto for many people, but for the educator, it spells stagnation and decay.

We must forever plan new paths into the future if we are to attempt to keep up with our changing world.

Fortunately, a great many studies have been made about vocational education in agriculture to help us with our planning.

We might well call these studies the "crystal ball" of vocational education in agriculture. While these studies cannot be used to predict accurately what "will be," they do provide means for determining the direction in which we should go. One such study made in New York State will serve well for praticing some "crystal gazing" as we attempt to plan for the future of vocational education in agriculture.

The study upon which this is based was made in New York State during 1949 and 1950. The report includes data from 252 departments of vocational agriculture, representing 83 per cent of all the departments in New York State at that time. The majority of these departments (231 of 252), have one teacher of vocational agriculture. The other 21 are either multiple-teacher and one-half time teacher departments, or departments with special programs. Let us direct our attention to the 231 departments with one teacher of vocational agriculture.

As we gaze into our crystal ball, one fact immediately stands out.

Only four of the 231 teachers devoted full time to vocational agriculture. Sixty-nine teachers taught one additional course. In most cases, this was a pre-vocational agriculture course. The remaining 158 teachers reported that they taught 2 or 3 courses in addition to their vocational agriculture courses and responsibilities.

Regardless of the nature of these courses, it would appear that we need to study these situations very carefully to determine whether or not the vocational agriculture program is being fully developed.

It would seem to follow, and quite naturally so, that if there is a job to be done in vocational agriculture, we need to turn the full energies of vocational agriculture teachers toward the development of complete programs of vocational education in agriculture for their communities.

Our crystal ball gives us additional support for the statement that teachers of vocational agriculture need to devote full time to the development of their programs.

Only 6.5 per cent of the men and boys 14 years of age and over living on farms were being served by the vocational agriculture programs of New York State at the time the study was made.

This does not include other groups for which we have some responsibility—people who are in occupations closely related to agriculture, absentee landlords, and others whose welfare is tied directly to the welfare of the farmer. Certainly, there is a great need for expanding the services of the program of vocational education in agriculture, particularly in the permanent farming areas. The obvious direction in which to move is toward farmer and adult farmer programs.

Still another facet of the total picture is the impact of the farm veterans training program. At the time

By Dr. Alfred H. Krebs, Teacher Education, University of Illinois

of the study, two-thirds of the work with out-of-school groups consisted of veterans classes. If we have learned anything from this program, we have learned of the effectiveness of agricultural education and training for adults.

Have we the right to deny the same kind of educational opportunity to young farmers and adult farmers? Various studies have shown that the young and adult farmers are far more eager to take advantage of such educational opportunities than we are to provide them. One-teacher programs will not be adequate in many communities if we can place any faith in the facts presented by our crystal ball. We need to break with tradition and look forward to multiple-teacher programs.

Few people would disagree with the concept that programs of vocational education in agriculture should be developed to serve the needs of the farming population of the community. Some, looking into the future, include responsibilities to the other groups previously mentioned.

Our crystal ball teiis us, however, that there was not a very close relationship between area agricultural resources and occupational opportunities, and the types of programs of vocational education in agriculture being provided. Factors other than those concerned with agriculture seem to have determined the types of programs which have been developed. We need to study our communities carefully to determine the needs and then base our program development on the meeting of these needs. The solution may be found in the form of young and adult farmer programs, establishment of new departments, multiple-teacher departments, or new types of programs for the smaller schools.

Another aspect of the total situation brings us face to face with the problem of properly qualified teachers and adequate facilities. Continuing emergencies are making it very difficult to maintain an adequate supply of well-trained teachers—especially in the face of strong competition from other agricultural occupations for the services of men who have qualified for teaching. We need to urge capable young men to enter the profession, and then provide them with the education and training necessary for developing complete programs of vocational education in agriculture.

Although there were some teachers in New York State who were not completely qualified, this problem did not stand out as sharply as that of the need for more adequate facilities. Nearly one-half of the teachers considered their classrooms and shops inadequate with respect to size, equipment, or working conditions. Nearly 29 per cent of the teachers reported that they shared shops with industrial arts, and 6.4 per cent said that they had no shops. This is a problem which can be eliminated. Teachers cannot do their best work if physical facilities are inadequate. It takes no imagination to know what the task is with regard to providing adequate classroom and shop space, properly equipped.

At this point, the picture in our crystal ball begins to fade. But it gives us one last message. It tells us that, without obtaining the cooperation of the public and the school administrators, little can be accomplished. It also tells us that we must help the public and the school administrators understand our program, our hopes, and our needs.

What are the facts here? The only one provided is that 62 teachers reported having some kind of official advisory group for their departments of vocational agriculture. Of these only 36 reported at least one meeting during the year prior to the making of the study.

Adapted from *The Types of Programs of Vocational Education in Agriculture in New York State as Related to the Schools and Areas that they Serve*, Dr. Alfred H. Krebs, Cornell University, 1950.

The implications are self-evident. We need to provide the opportunity for farm people to help us in determining the nature of the program which should be provided and in carrying out the program decided upon. The assistance of our school administrators is also needed. We can only assume that if they fully understand the kind of program which should be provided, they would not be satisfied with anything less.

And so we reach the end of this attempt to determine the direction in which we should go for improving our programs of vocational education in agriculture. Many of the suggestions for New York State could apply equally as well to the nation as a whole. There is much to be done, and there is no need to stab blindly in the dark. Our crystal ball carries the message if we will but read it and translate what we see into the action required for serving our farming communities well.

Chicago Prepares To Welcome AVA November 23-27

Hobart H. Sommers

Chicago is the scene of the 1953 convention of the American Vocational Association, to be held November 23-27 at the Conrad Hilton Hotel. One of the world's largest hotels, the Conrad Hilton is located on fabulous Michigan Boulevard. Theaters, State Street stores, swank eating places, and a myriad of other attractions are within hailing distance. Across the street fro mthe hotel Grant Park stretches along the shores of Lake Michigan.

Dr. Hobart H. Sommers, Assistant Superintendent of Schools in charge of Vocational Education, is the genial General Convention Chairman. His office is at 228 North LaSalle Street, Chicago 1, Illinois, where he will gladly answer inquiries pertaining to local arrangements. Dr. Sommers is now working closely with Dr. M. D. Mobley, Executive Secretary, in the preparation of the convention program.

Plans are unfolding for the largest commercial exhibit in the history of the association. More than 150 booths will be packed with educational, industrial, and business merchandise. The usual Ship program, sponsored by the exhibitors, will be a feature on the closing day of the convention.

At convention time Chicago's stores will be bulging with shopping ideas. Trips and tours to museums, business offices, industrial plants, radio and television studios will be available to delegates and visitors.

Plan now to attend the AVA convention in Chicago during Thanksgiving week. A friendly welcome awaits you.

Don't wait! Make your hotel reservations now! Use the convenient form on inside back cover of this issue.

Louisiana's Governor Robert F. Kennon signs the DE Week Proclamation.

Louisiana Promotes DE

SIX HUNDRED AND FIFTY Louisiana high school boys and girls were honored with an official week proclaimed by Governor Robert F. Kennon in their behalf (January 26-30).

The honorees were members of the Louisiana distributive education program, sponsored by the State Department of Education. Like thousands of their colleagues across the nation, they combine regular high school studies with carefully supervised school and on-the-job training in wholesale, retail, and service businesses, under the trained direction of their teachers.

"These members hold as their primary aim the development of a high degree of citizenship and leadership in those students of today who will become leaders in the retail, wholesale and service businesses of the future," the Governor's proclamation stated, asking that the week be appropriately observed by all Louisiana citizens.

The official week opened with the 7th Annual Convention of the Distributive Education Clubs of Louisiana. Meeting January 26-27 on the campus of Southwestern Louisiana Institute in Lafayette, the convention featured speeches by Shelby M. Jackson, Loiusiana State Superintendent of Education, and the Vice President of the Loiusiana Retailers' Association, M. E. Nelson.

Contests in display techniques, poster design, gift wrapping, public speaking, merchandise manual compilation and display, and sales judging were highlights of the 2-day agenda.

A parade through Lafayette, honoring the queen and maid of honor contestants from each of the state's DE clubs, preceded the opening session. The state DE Queen, selected by convention delegates, was crowned at a ball after the convention banquet.

"Distributive education provides training in salesmanship, management, merchandising, buying, advertising, and other phases of business activity within the distributive businesses," explained Donovan R. Armstrong, Louisiana State Supervisor of Distributive Education and AVA Vice President for Distributive Education, in an official press release.

"Participants in the program are selected on the basis of competitive examination, interest, and natural aptitude. They receive the prevailing hourly wage for their on-the-job training, through cooperative agreement between their employer and their distributive education teacher and coordinator. In addition, classes in various distributive skills are part of their regular school curriculum."

The Governor's proclamation is reproduced here.

STATE OF LOUISIANA
EXECUTIVE DEPARTMENT
BATON ROUGE
PROCLAMATION

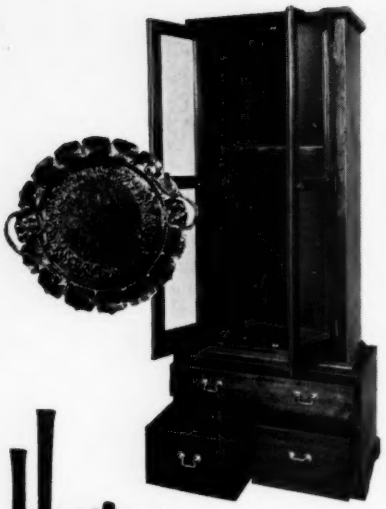
WHEREAS, the high school youth of this State who constitute the membership of the Louisiana Distributive Education Club, which organization is chartered by the Distributive Education Clubs of America, Incorporated, are striving to prepare themselves for careers in the important field of distribution; and

WHEREAS, these members hold as their primary aim the development of a high degree of citizenship and leadership in the students of today who will become leaders in the retail, wholesale, and service businesses in the future; and

WHEREAS, these young students in vocational distributive education programs are dedicated to high ideals of efficiency and ethical service in business; and

WHEREAS, the student members of this Association, are holding their Seventh Annual Conference in Lafayette on January 26 and 27, 1953, to further the worthy objectives of the organization:

NOW THEREFORE, I, Robert F. Kennon, Governor of the State of Louisiana, do hereby set aside the week of January 26-30, 1953, as DISTRIBUTIVE EDUCATION WEEK in the State of Louisiana, and ask that it be appropriately observed by our young people, businessmen, and all other citizens.



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American Vocational Association PUBLICATIONS

ADMINISTRATION OF VOCATIONAL EDUCATION AT STATE AND LOCAL LEVELS
Tells why schoolmen must become more concerned with vocational education and how they can transmute concern into action. Emphasizes important role of local and state directors of vocational programs, who should have authority commensurate with their responsibilities. *24 pages, 1953. Free.*

EDUCATION OF VETERANS IN FARMING
First nationwide report of the institutional on-farm training program for veterans. Contains detailed data on veterans' progress toward establishment in farming and community life and on veterans' reactions to the training program. *96 pages, 1952. $.75.*

AMERICAN VOCATIONAL ASSOCIATION: Your Professional Organization
The story of your association — a story of progress and promise. Learn what the AVA is doing to advance the well-being of vocational and industrial arts workers and to promote the development and improvement of these phases of education. *24 pages, 1951. Free.*

SALARY INCENTIVES FOR TEACHERS OF INDUSTRIAL AND DISTRIBUTIVE EDUCATON
Sound reasons why salary schedules must be revised to assure a supply of competent instructors in these two vital fields. Includes selected examples of how some communities have met the problem of competition from business and industry for effective teachers. *24 pages, 1951. $.15.*

THE SCHOOL ADMNISTRATOR AND VOCATIONAL EDUCATION
Designed to promote new and expanded vocational programs by providing sound, accurate information on the philosophy and practices of vocational education. *24 pages, 1951. Free.*

A NEW LOOK AT LIFE ADJUSTMENT EDUCATION
Prepared by a special AVA committee, this booklet points out how the educational practices developed in vocational programs can be applied to a sound program of education for the neglected 60 per cent of our high school population. *48 pages, 1950. $.25.*

VOCATIONAL ADVISORY COMMITTEES
A booklet prepared to promote the use of advisory committees by explaining their functions and describing their contributions to a sound vocational program. Will help educators realize maximum benefits from lay advisory groups. *40 pages, 1950. $.25.*

STUDIES IN INDUSTRIAL EDUCATION
The first bibliography of studies on the graduate level in industrial arts education, vocational industrial education, and technical educaton. An invaluable source of information for teacher trainers, students, and administrators. *160 pages, 1949. $1.00.*

SERVICE AREAS FOR VOCATIONAL SCHOOLS
A most valuable piece of reference material for persons contemplating the expansion of their vocational program. Gives complete information on procedure of establishing area vocational schools and describes types of area vocational programs now in operation. *36 pages, 1949. $.25.*

VOCATIONAL EDUCATION FOR AMERICAN YOUTH
A clear-cut and definitive statement of the aims, objectives, and accomplishments of vocational education. An authoritative account of this important phase of American education. *12 pages, 1949. Free.*

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You are the AVA!

A SPECIAL MESSAGE FOR T&I MEMBERS

I SHOULD LIKE as my first official act as vice president to extend greetings to each and every trade and industrial vocational educator in the many states and territories, and thank each of you for the honor that you have bestowed upon me. I accept this grave responsibility in all humility and shall do my best to represent the membership in the trade and industrial division of the American Vocational Association. I fully recognize, however, the limitations of any one individual from any section of the country being capable of successfully carrying out this responsibility.

The intent of any democratic organization implies that an officer of the organization shall reflect the interests and the wishes of the group he represents. I shall follow this policy, but I must depend upon you for assistance.

No doubt you are asking yourself, *"What is my place in the AVA? How can I as a local teacher, coordinator, or supervisor, be so important to the organization?"*

I would like to suggest, and no doubt you will agree, that each national election proves the power of the individual when they act collectively. The AVA is a democratic organization and obligated to serve the membership in a manner expressed by the majority. I would like to ask you when you last expressed your views either personally or in writing to your trade and industrial division Vice President?

You are the AVA—you and thousands of others compose the second largest segment of this important educational association. The AVA is your professional organization, protecting not only the interests of vocational education and your interests as a vocational worker, but also the interests of hundreds of thousands of youth and adults who are depending upon you to serve them through trade and industrial vocational education.

In crucial times such as these, do we dare stop working for the program to which we have dedicated our lives? Will you help me represent you and your thinking at the executive level of your association? I must depend upon you. Do I hear some of you asking:

"What can I do? What action can I take to express my views? How can I have my views considered in the business of the association when I can not attend the business sessions at the annual convention?"

I assure you that so long as I hold my present responsibility, your views will be given consideration if you accept the following challenge:

Within the next 7 days, give 30 minutes of your time either alone or with 3 or 4 co-workers to a discussion of American Vocational Association problems, such as: What do you want this association to do for you and for trade and industrial education? How can it be of greater service to its membership? What kind of articles do you want in the American Vocational Journal? What studies or research activities do you feel the American Vocational Association should conduct?

Write the results of your deliberations to me as your Vice President, including both your criticisms and your suggestions.

After this first discussion on the AVA and its problems, take the initiative in continuing such conferences regularly in your own school with your fellow workers and keep me advised of the results.

NEXT MONTH, LOOK FOR A MESSAGE TO ALL AVA HOME ECONOMICS MEMBERS FROM V.P. MARGARET BROWDER

---

by Robert M. Reese,
Ohio State Supervisor of Trade and Industrial Education, and AVA Vice President for Trade and Industrial Education

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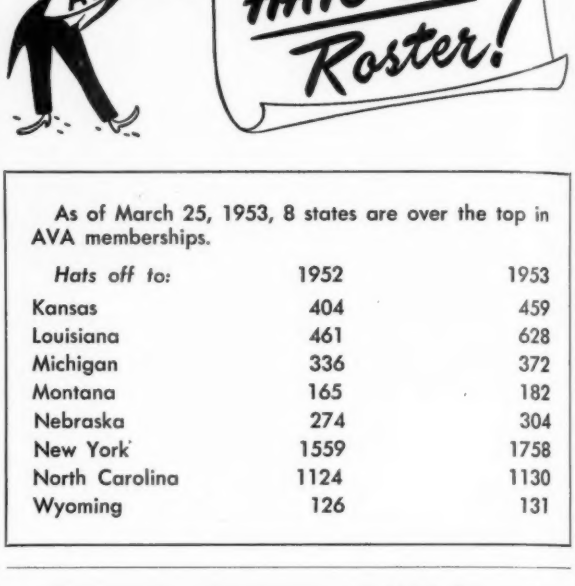

As of March 25, 1953, 8 states are over the top in AVA memberships.

Hats off to:	1952	1953
Kansas	404	459
Louisiana	461	628
Michigan	336	372
Montana	165	182
Nebraska	274	304
New York	1559	1758
North Carolina	1124	1130
Wyoming	126	131

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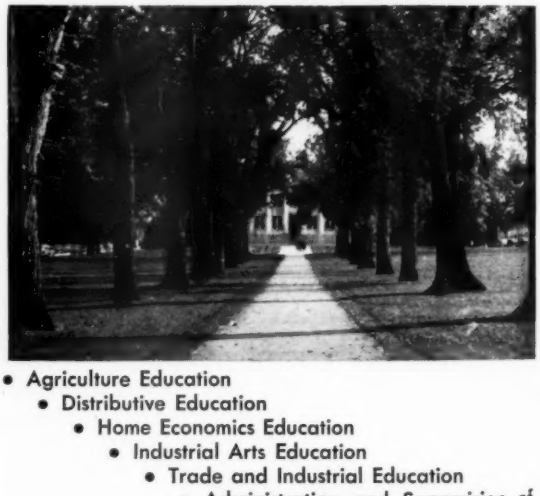

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Around the Nation . . .

with vocational education

Deferment Sought For Vocational Students

EDITOR'S NOTE: The fact that enrollees in post high school vocational and technical courses have no opportunity for deferment is a problem of grave concern to vocational forces throughout the country, because of its effect on future enrollments. Because vocational educators were not satisfied with the draft policy in effect for these students, an AVA committee was appointed to call the matter to the attention of officials in the Selective Service System. Presented here is part of the statement prepared by the committee after its encouraging conference on January 27, 1953, with top Selective Service personnel. It is hoped that the action of this committee may bring more favorable consideration for students in vocational and technical programs.

• • •

We are submitting a statement which explains briefly our request for consideration of some possible way to defer students enrolled in post-high school terminal vocational and technical courses.

All other groups of students, in high schools, colleges and universities, junior colleges, and apprentice training programs, have opportunity for deferment. The only exception is the group enrolled in full-time vocational training courses at the post-high school level.

We are not asking for special privileges. We are requesting on equalization of opportunity for an important group of young people. The students enrolled in vocational and technical courses should, we believe, be given the same consideration as college students; that is, they should be allowed to complete their term of study before being inducted, provided they remain in good standing in their studies.

We are of the opinion that this problem can be worked out within the framework of the existing policy. We raise the question as to whether or not the phrase 'or similar institution of learning" (1622.15 Section (b), line 3 of amendments to the Selective Service Act of 1948) cannot be interpreted to include the four types of vocational institutions.

This problem is nationwide and affects some students in every state. If the manpower situation becomes more acute and Selective Service must dip into the ranks of youth below 21 in increasing numbers, the present policy could result in closing the doors of many of the vocational and technical schools which are so valuable to the maintenance of America's productive strength in peace or in war.

The contribution of vocational schools to the defense effort in World War II—when more than 11,000,000 were trained in vocational schools for war production work—is sufficient evidence of the importance of vocational training in preparing productive workers and trained technicians. The vocational forces of the country will continue their efforts to help develop a proper manpower reserve, both for the armed services and for defense production.

Respectfully submitted,

J. WARREN SMITH, *State Director of Vocational Education, North Carolina*
JOHN J. SEIDEL, *State Director of Vocational Education, Maryland*
WALTER H. COOPER, *Chief, Trade & Industrial Education Branch, U.S. Office of Education*
JOHN A. MCCARTHY, *State Director of Vocational Education, New Jersey*
L. A. HILL, *Principal, Danville Technical Institute, Danville, Virginia*
M. D. MOBLEY, *Executive Secretary, American Vocational Association*

FARMERS BENEFIT FROM ELECTRICAL KNOW-HOW

How Connecticut's Technical-Vocational and High Schools are cooperating to bring practical know-how on a statewide basis to farmers is currently being demonstrated by a special evening course for veterans of our Armed Forces who want to keep abreast of the newest ways to make electricity an even better "hired man."

These courses are being given at 5 or 10 high schools situated in strategical sections of the state. One night each week some 170 former service men who now are farm owners, managers or workers, drive in to the different centers after chores and dinner to put in a 2-hour session to learn simple procedures for adapting electrical power to farm work This, they know, will add profits to the farm ledger.

The novel plans for teaching basic electricity in this down-to-earth fashion is supervised by Clark Wood, State Supervisor of Agricultural Training for Veterans, and David Stiles, Farm Youth Specialist for the Connecticut Light and Power Company.

After basic electrical principles are studied, the course emphasizes the theory and practice of electrical current in all types of farm operation. These include safe work methods, insurance regulations, best materials for wiring, standby service, electrical fence installations, lightning protection, and service and applications of best type of motor for the job in hand.

The 3 concluding sessions deal with gas and electrical welding techniques for making on-the-spot repairs to farm machinery.

The course which this writer has been attending is given by Instructors Alton P. Aldrich and Leonard Prushansky at the Henry Abbott School in Danbury.

The 27 veterans who report faithfully come from 3 different counties. The course, ending at 9:30, is followed by a coffee and sandwich discussion period.

The Danbury course, as are the others, is conducted by lectures, demonstrations, discussions and practical work experience. Audio-Visual aids are used extensively.

There are field trips to different farms in the area to analyze such factors as safe wiring practices, common and unusual applications of electricity, hay processing and other feed treatment applications, lightning protection, fencing and other subjects.

Each student has the opportunity to develop a file of reference material from manufacturers' catalogs, trade and farm papers, and other sources. Those whose attendance record is 80 per cent or better will get a certificate from the school.

Instructor Aldrich says that any interested group of farmers can undertake a similar course in the public schools of their communities, often with the interested cooperation of the science teacher.

If no teacher is available in small communities, it is often possible to interest the local electrical contractor in presenting such a course. All that is needed is a self-starter farmer to get things going.

Contrary to popular belief, a local contractor is usually not averse to instructing a group in common-sense applications of electricity.—CARL M. BAUMHART, *Danbury, Conn.*

FARM EQUIPMENT IN INDOCHINA

It is perhaps difficult for an American farmer, accustomed as he is now to up to date agricultural equipment and practices, to realize that in some remote lands the inhabitants still till the soil in much the same fashion as their ancestors did a thousand years ago.

The three newly formed states of Indochina, Cambodia, Laos and Vietnam fall into this category. There, the peasants who constitute most of the population, still use plows, harrows and cultivators made of wood. Soil pulverizers are drawn by Indochina's most popular and ancient beast of burden, the water buffalo. The major crop, rice, is harvested by hand sickles which are often fashioned from forked sticks that have imbedded in their backs very sharp curved knives which are used to cut off the rice heads.

The peasants of Cambodia, Laos and Vietnam still thresh their rice by hand. This process consists of whipping the heads of the rice sheaves over a lattice platform which is placed inside a basket-like canopy or over a similar object.

They move the water for their rice paddies from field to field and to higher levels by hand gadgets which are primitive indeed even if they are rather ingenious and clever. Every job is performed by hand at great physical effort. In-put of labor is very high while farm productivity is extremely low. Consequently, farm income is barely above subsistence level with an extremely low farm family living standard the result. It offers a striking example of poverty in a rice land—the direct consequence of inefficient cultivation methods.

Editor's Note: **Dr. Malcolm C. Gaar, Professor of Agricultural Education, Louisiana State University, reports from Indo-China where he is serving the Mutual Security Agency as an Agricultural Training Officer. Dr. Gaar, who also served as the JOURNAL Editor for Agricultural Education, is on a leave of absence from his LSU post.**

The hard working peasants have other problems. Working on rice paddies which are in reality very small farm units, they are generally strapped with heavy debts. They have no capital available for purchasing, maintaining or operating improved equipment. Interest rates are normally about 10 per cent a month and frequently amount to 100 per cent of the original loan. Much of the farm work is done when the rice paddy is covered with water, a condition which cannot be considered exactly ideal. There is one compensation, however, and that is the opportunity afforded to the peasant to stock his paddy with fish. A passerby is apt to call for an aspirin the first time he sees a farmer of Indochina calmly fishing in his fields.

Those of us in the Mutual Security Administration who are trying to improve the lot of these hard working peasants, encounter problems of our own. We cannot simply transplant American methods and equipment to this distant and troubled land

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and let it go at that. In the first place, these inhabitants are for the most part total strangers to modern machinery. They must be introduced at the outset only to the simpler forms of mechanical equipment. It would be easy to fall into the error of over-mechanizing Indochinese farming. Then too, there is the important undertaking of training these people to take care of their equipment and to operate it properly.

Another pitfall to be avoided is the farm unemployment which could follow even partial mechanization. The introduction of machinery would obviously displace thousands of paddy hands. Hence a professional eye must be trained on job placement. As MSA plans to step up productivity in other branches of the economy of the nations of Indochina as well, new jobs in many fields are certain to turn up. It remains then a question of coordination to assure fruitful employment for displaced farm workers.

There is plenty of room and opportunity out here for virile folk with the pioneering spirit—the kind of tough stock that opened up our own country. With Yankee ingenuity helping them, once the Communist threat is eliminated, the people of Indochina ought to be able to step up their productivity enormously and in so doing, help not only themselves, but other members of the Free World who have need of the food and the minerals which their rich land could yield in ever greater quantities.

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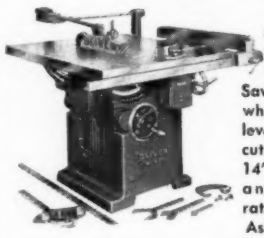

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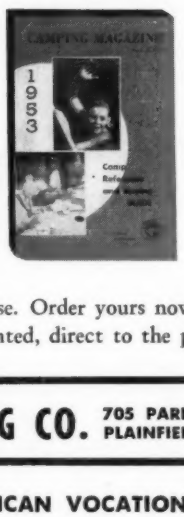

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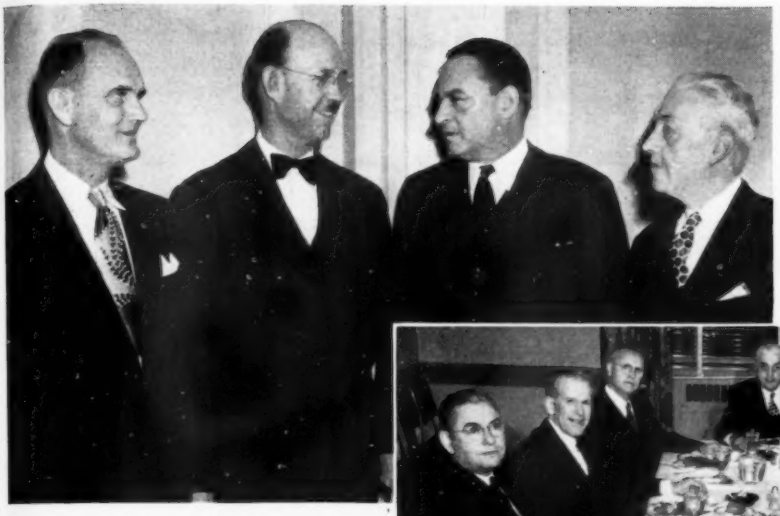
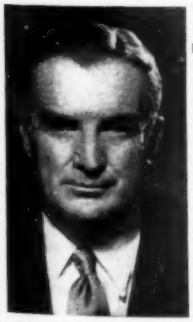
Association NEWS and NOTES



Above (l. to r.): E. E. Schmid, H. H. London, Senator Tom Hennings, and Tracy E. Dale, at a Washington luncheon. Opposite (l. to r.): M. D. Mobley, AVA Executive Secretary; Congressman W. C. Cole (R), Congressman A. S. J. Carnahan (D), Tracy Dale, E. E. Schmid, Congressman Thomas B. Curtis (R), Congressman J. P. Hillelson (R), and H. H. London at a dinner meeting, Statler Hotel, Washington, D. C., Mar. 17.

Missouri Ass'n Sends Representatives to Washington

All of the Senators and Congressmen from Missouri said "we're fully in favor of vocational education" to representatives of the Missouri Vocational Association who visited Washington, D. C., March 17 and 18.



Senator Symington

Sent to the nation's capitol by the MVA to discuss the need for the further promotion and development of vocational and industrial arts education in Missouri were: Tracy Dale, Assistant Commissioner, Vocational Educational Division, Missouri State Department of Education; E. E. Schmid, vocational agriculture instructor, Keytesville, and Chairman, Missouri Vocational Agricultural Teachers Legislative Committee; and H. H. London, Professor of Industrial Education, University of Missouri, and Chairman, MVA Legislative Committee.

The Missouri representatives met with their legislators for luncheon and dinner on March 17. Senator W. Stuart Symington also attended the luncheon but was not present for the photograph.

AHEA to Meet June 23-26

● An unusual type of convention program—in which convention-goers take a look at themselves and their relations with other persons—is planned for the **American Home Economics Association** this year when it holds its 44th annual meeting June 23-26 in Kansas City, Missouri. The meeting will be attended by approximately 3,000 women with professional training in home economics, from every part of the nation.

Over-all theme of the general sessions of the convention will be, "You Are the Key to Better Relations." Discussions will focus first on personal relations, then public relations, and finally on relations in the greater community.

New trends in the profession of home economics as it seeks to improve home and family life will be discussed in sectional meetings of the convention—where women working in Extension Service, education, college administration, research, social welfare and public health, homemaking, and business, will exchange ideas.

● MVAIA Newsletter is the name of the new quarterly publication of the **Minnesota Vocational Agriculture Instructors Association.**

* * *

● Slated for April 12-15 in Dayton, Ohio, the 7th Annual Convention of the **Distributive Education Clubs of America** will have "Youth Looks to Retailing" as its theme. Social functions and tours will supplement scheduled meetings.

* * *

● Thirty-one supervisors from 8 states—Tennessee, Alabama, Arkansas, Georgia, Kentucky, Mississippi, Louisiana and Florida—spent on interesting 5 days (January 25-30) working with Ata Lee, Program Specialist, Home Economics Education, U. S. Office of Education, and Beulah I. Coon, Specialist for Studies and Research, Home Economics, U. S. Office of Education, on the study of the effectiveness of home economics supervision in the states represented.

Dr. Robert S. Fleming, College of Education, University of Tennessee, served as consultant.

The group worked as a whole in developing a common philosophy and worked with Dr. Fleming on techniques of evaluation. Some time was spent by the staff of each of the states looking at their programs and setting up plans for improving practices.

* * *

In case you find a mistake in this paper, please consider it was put there for a purpose. We publish something for everyone, and some folks are always looking for mistakes.

—Readers Digest.

● The Arkansas Butane Dealers Association has taken a sustaining membership in the American Vocational Association. In transmitting their check for $25 to the AVA office, J. C. Ruppertt, Aarkansas State Supervisor of Distributive Education, said:

"We have been carrying on a program of training with this Association for 3 years. This is one of the ways they have for expressing their attitude toward distributive education."

Mary Ellen McCabe, Ladysmith, Wis.; National President of the Future Homemakers of America, poses with Barbara Thomas; Marshall, Minn., Minnesota State FHA President, at the Minnesota Convention banquet, March 13. Miss McCabe addressed the 600 FHA members attending.

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● Appointment of **Harry C. Schmid,** Minnesota State Director of Vocational Education, as Educational Advisor to the National Commander, Civil Air Patrol, was announced recently by General Lucas Beau, CAP Commander.

Mr. Schmid, who previously served as Deputy Commander of the Minnesota Wing, CAP, has also been promoted from the rank of lieutenant colonel to colonel. A licensed private pilot, he will continue to head Minnesota's program of vocational education.

● **Hollis Dahlor,** Kansas City, Missouri, Director of Vocational Education, will teach a 3-week course in industrial education at the University of Arkansas during the 1953 summer session.

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PERSONALS

● Violett O'Reilly, Principal of the L. E. Rabouin Vocational School, New Orleans, Louisiana, was named "Woman of the Year" by the Quota Club of New Orleans at the group's 1953 Achievements of Women dinner.

Miss O'Reilly was presented with a cup and a bouquet of roses by Mrs. Alma Peterson, President of the Club.

In paying tribute to Miss O'Reilly, the Reverend J. A. Greeley, assistant pastor of the Jesuit church, said:

'This happy occasion is made doubly so by the fact that we have selected someone to honor and praise at a time when most people seem preoccupied with blame and investigation.

"The honored guest is a member of that profession which stands in the position of an unknown soldier, because their contributions are taken for granted. It is true that a general plans a campaign, but the unknown soldier fights and wins the war.

'Educators devise new plans of pedagogy, but the unknown teacher puts them into execution and wins the child."

● Plans have been made for the first annual meeting of the Colorado Industrial Arts Association at the Colorado State College of Education, Greeley, April 25.

A business session in the morning will feature adoption of an association constitution.

Dr. S. R. Toussaint, Colorado State College of Education, will address the luncheon meeting with *Community USA* as his topic. Dr. E. E. Ericson, Professor of Industrial Arts and Assistant Director of University Extension, Santa Barbara College, University of California, will headline the afternoon program. Dr. Ericson was the recipient of the Ship's Citation at the 1952 AVA Convention.

* * *

● New officers of the **D. C. Vocational Association** are Mrs. Kathleen W. Crismond, President; Frank P. Suraci, Vice President; Joseph M. Honeychuck, Recording Secretary; Angeline J. Pappas, Corresponding Secretary; and James Downton, Treasurer.

* * *

● **J. E. Bardlemeier,** Director of Vocational Education in St. Louis County, Missouri, died suddenly of a heart ailment on December 17 after returning from the 1952 AVA Convention.

* * *

● **Vincent P. Kramer,** member of the Springfield Trade High School faculty, and 1952 President of the Massachusetts Vocational Association was recently named Director of the Westfield Trade High School.

* * *

● **Diedrich L. Dalke** has retired from his position as instructor of industrial arts at Claude A. Swanson Junior High School, Arlington, Va.

DECA President Visits D. C.

● Harrill Jones, President of the Distributive Education Clubs of America, Inc., came to Washington in late February at his own expense to see what he could do on Capitol Hill to convince the nation's lawmakers that distributive education in the public schools should have a fair and reasonable appropriation.

Harrill went to see Senator Robert A. Taft; Congressman Joseph W. Martin, Jr., Speaker of the House; and Congressman Charles R. Jonas, the one and only Republican member of the House from N. C., and the first in 20 years. He also went to see his own Congressman Woodrow W. Jones from Rutherfordton, N. C., who has faithfully supported vocational education for some time.

During his Washington visit, Harrill made tentative plans to appear before the House Subcommittee on Appropriations as a witness in behalf of distributive education's plea for adequate funds.

A clerk in the A & P store, Greensboro, N. C., Harrill also operates his own furniture construction business.

FRANK M. BRUCE

Frank M. Bruce, Treasurer of the Bruce Publishing Company, died on February 22.

Mr. Bruce started his publishing career as a clerk in his father's American School Board Journal office in 1905. In 1914, Mr. Bruce and his brother, William C., founded the *Industrial Arts* magazine, now know as *Industrial Arts and Vocational Education.*

WILLIAM H. LEMMEL

Dr. William H. Lemmel, Baltimore, Md., Superintendent of Schools, was fatally stricken while addressing a State Senate Committee in behalf of new teacher-pay schedules on January 29.

The Editorial Board of the American Vocational Journal met in Washington, D. C., February 22-23 to plan for the next publishing year. Shown above, l. to r. are: Maurice Baker, Distributive Education; Russell K. Britton, Trade and Industrial Education; R. Lee Hornbake, Industrial Arts; Dorothy Davis, Managing Editor; M. D. Mobley, Editor-in-Chief; Arthur Walker, Business Education; Morris Abrams, Agricultural Education; and Guy O. Tollerud, Guidance. The editors meet annually at AVA headquarters.

From The Office of Education

The National Committee for the Improvement and Further Development of Vocational Education has postponed its meeting, scheduled for April, because of stringent budget limitations. Until the travel situation has been clarified, conferences called by the Office of Education are canceled or postponed.

The National Organization of Future Farmers of America will have one of the first commemorative postage stamps to be authorized by the new Postmaster General. It will be a special three-cent postage stamp to commemorate the 25th Anniversary of the founding of this farm youth organization.

John B. Pope served as Chairman of the Distributive Education Section at the 34th Annual Convention and Exposition of the National Restaurant Association in Chicago, Illinois. The program for the sectional meeting was conducted as a joint panel on the common problems of restauranteurs and educators in the field of personnel selection and development. Opportunities for young people to build careers in the restaurant industry received special emphasis.

The distributive education section was organized in 1950 by the Association under the advice and encouragement of Mr. Pope. In each subsequent year, under the leadership of distributive education personnel, it has become an increasingly important feature of the convention program. Restaurant operators and training directors have found in the discussion an excellent source of information on training procedures and problems. Distributive education supervisors and teachers have found in them an opportunity to gain a better understanding of the personnel and training problems of restaurants.

The Vocational Division is glad to announce the return of Ward P. Beard to active duty after being away from the Office for a period of time due to illness. His health is such that he is able to assume many responsibilities in connection with the administration of the program of vocational education.

The 1953 Inter-Regional Conference in Homemaking Education was held in Washington, D. C., March 2-6. Increasing understanding of the socio-economic conditions affecting families and developing plans for further work on famliy-centered tecahing were the main concerns of the conference. In attendance were 54 home economists from State departments of education and colleges training home economics teachers from 16 States where there are, by law, separate schools for Negroes. Dr. G. Franklin Edwards, Sociologist, Howard University, opened the conference by summarizing some social and economic factors affecting the modern family, particularly the families with which these conferees are concerned. The remainder of the conference was spent in discussions and group work on making home economics offerings at all levels (secondary, college, and adult) serve students and their families more adequately. Using teaching materials effectively and making the activities of the New Homemakers of America a vital part of a family-centered program of homemaking were two other topics which were emphasized throughout the week.

Dr. Johnie Christian, Program Specialist for the Central Region, Home Economics Education Branch, provided the leadership for the 1953 Central Regional Conference for home economics educators that was held in Chicago, Illinois, February 16-20. A group of 187, including State supervisors, heads of college home economics departments, home economics teacher trainers, city supervisors, and supervising teachers from 13 States, registered for the conference. Sessions were built around the theme, "The Family—A Concern of a Free Society." An address by Dr. Eldridge T. McSwain, Dean of Education, Northwestern University, sounded the keynote for the week's program. Group work and discussions which followed spelled out ways of applying the principles emphasized in Dr. McSwain's talk in home economics education programs at the secondary, college, and adult levels. Ways to use findings of research to make home economics teaching more functional were also emphasized at the conference.

James R. Coxen has been temporarily assigned to the work of the State Plans and Reports Branch of the Division of Vocational Education due to the recent illness of Ward T. Beard and the death of James T. Gearon. During the current year, special attention has been given to the prompt handling of correspondence relating to State plan amendments and to the qualifications of State personnel. A closer relationship has also been established with the Audit Division of the Federal Security Agency in handling the audits of state accounts.

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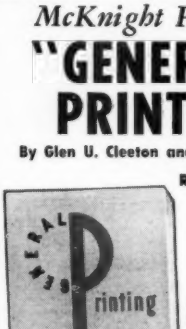

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From the Office of Education, continued

The projected goal of rendering a professional visit by members of the staff of the Trade and Industrial Branch to each of the 48 states and territories this year will be an accomplished fact by the end of the fiscal year. To date, the four program specialists—Messrs. Dignowity, Giles, Loomis, and Ludtke—have visited the following States: Alabama, Arkansas, Connecticut, Idaho, Illinois, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Washington, and Wyoming. Within the next four months, program reviews will be made in: Delaware, District of Columbia, Florida, Georgia, Hawaii, Maryland, Minnesota, New Jersey, North Dakota, Puerto Rico, South Dakota, Tennessee, Virginia, West Virginia, and Wisconsin.

In accordance with the request of the National Association of State Supervisors, Dr. A. T Hamilton, Research Specialist, Trade and Industrial Education Branch, is preparing a plan for the study and review of the R.E.A. program as carried on in the various states. This study has been discussed in two of the four regional conferences. Final plans for the study will be forthcoming after reactions are obtained from state supervisors in the North Atlantic and Southern Regions.

Tom Watson, Assistant Chief of the Trade and Industrial Education Branch, is making a study of all statistical forms in trade and industrial education submitted to the Office by the States. The purpose of this study is to identify the problems involved in the field of teacher training, the number of persons receiving pre-service teacher training at the State teacher-training institutions, and the per-student cost of such programs. In addition, the study includes the per-student cost of the training programs involving all areas of trade and industrial training, with special attention given to the per-student cost of the all-day program.

The newly appointed Publications Planning and Coordinating Committee for the Vocational Division reports progress in the preparation of the *Summary of the Statistical and Financial Reports from State Boards for Vocational Education*. The publication will contain important data on the enrollments and expenditures for vocational education for the fiscal year ended June 30, 1952. The document should be available for distribution to the states in a relatively short time.

The Division has had a publication on *The Federal-State Vocational Education Program* since 1949. This publication included statements concerning the purposes of vocational education, federal laws, the organization of the Division of Vocational Education, and objectives of the programs of vocational education. This publication has recently been revised by members of the staff and will be made available for distribution to the states.

New AVA Publication Has Enthusiastic Reception

Latest AVA publication, *Administration of Vocational Education at State and Local Levels*, has met with immediate and hearty approval from vocational educators in every part of the nation. Reprinted here are a few of the many requests received for this booklet, which was issued to help strengthen and promote vocational programs. Copies are available without charge from AVA, 1010 Vermont Ave., N.W., Washington 5, D. C.

* * *

Kindly send me three copies of *Administration of Vocational Education at State and Local Levels*. Your continual effort on behalf of vocational education is appreciated. —LEONARD PRUSHANSKY, *Instructor, Electrical Department, Henry Abbott Technical School, Danbury, Conn.*

* * *

Please send me ten copies. I am sure this booklet will be helpful in my teacher training classes. Thanks.—H. H. COXEN, *Teacher Trainer, Division of Practical Arts, Vocational and Family Life Education, Public Schools of Kansas City, Mo.*

* * *

The copy of the new AVA booklet was received today. I was glad to make a small contribution toward the preparation of the publication. Most of the credit, however, must go to your office, especially to Mrs. Kane and to Mr. Weaver. The make-up is excellent and it is a worthy member of the AVA family of publications. Please send me thirty additional copies.—JOHN M. LOWE, *State Director of Vocational Education, Charleston, W. Va.*

* * *

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This textbook is designed to make bookkeeping easy to teach and easy to learn.

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Young Farmers: Their Problems, Activities, and Educational Program, by Mark Nichols. The Interstate Printers and Publishers, Danville, Ill., 1952. 499 pages, $3.15.

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Putting PR into HPER. American Association for Health, Physical Education, and Recreation; and National School Public Relations Association, 1201-16th St., N.W., Washington 6, D. C., 1953. 64 pages, $1.00.

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Annual Report of the Federal Civil Defense Administration for 1952. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 1953. 138 pages, 40 cents.

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